



TEACHER REGISTRATION
BOARD OF THE
NORTHERN TERRITORY
ANNUAL REPORT 2021 – 2022

Our Report

The 2021-2022 Annual Report for the Teacher Registration Board of the Northern Territory (the Board) provides a comprehensive outline to parliament, Territorians and the community of the Board's 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 teaching profession. School education is a universal service available to all children in the Northern Territory and it is widely acknowledged that teachers are 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, competent, 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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For further information please contact:

Teacher Registration Board of the Northern Territory

GPO Box 1675

DARWIN NT 0801

Telephone (08) 8944 9380

Facsimile (08) 8944 9444

Toll-free 1800 110 302

Website: www.trb.nt.gov.au

Email: trb@trb.nt.gov.au

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Northern
Territory
Government

Letter to Minister

Hon Eva Lawler
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

**RE: TEACHER REGISTRATION BOARD OF THE NORTHERN TERRITORY 2021-2022
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 2021 to 30 June 2022, in accordance with section 79 of the *Teacher Registration (Northern Territory) Act 2004* (NT).

Yours sincerely



Lorraine Hodgson
Chair
15 September 2022

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.....	9
Board Member official travel.....	9
Meeting Attendance	10
Our Strategic Direction	11
Vision and Values.....	11
Strategic Plan.....	11
Major projects and initiatives	12
Automatic Mutual Recognition	12
Online Registration Renewal	12
Teach for Australia.....	12
Vocational Education and Training (VET) Trainers: Authority to Employ.....	13
Our Governance	15
Corporate Governance Structure	15
Governance documents.....	15
Privacy.....	17
Transparency	18
Conflicts of interest.....	18
Our Committees	19
Quality Teaching Committee.....	19
Governance	19
Purpose of the QTC.....	19
Functions	19
Meetings	20
Membership	20
Work of the QTC	21
Employer Reference Committee	21
Governance	21
Purpose of the ERC	21
Functions	21

Meetings	21
ERC Membership.....	22
Initial Teacher Education Committee	23
Governance	23
Purpose of the ITEC	23
Functions	23
ITEC Membership	23
ITEC Meetings	24
Work of the ITEC	25
Our Office	28
Responsibilities.....	28
Organisational Structure	28
Staff of the Office of the Board.....	28
Finance.....	29
Our Engagement.....	30
National Representation.....	30
Stakeholders	30
Local Committees and Working Groups.....	31
National Committees and Working Groups	32
ATRA.....	32
Supporting and engaging with teachers.....	34
Our Functions	35
Registration.....	35
Registration Fees.....	35
Number of Teachers Registered	35
Overview of Applications Assessed	36
New Registrations.....	37
Demographic profile of teachers in the Northern Territory.....	38
Registration Renewals.....	40
Names Removed from the Register	40
Provisional Registration	40
Authorisation to Employ an Unregistered Person	42
Annual Audit and Compliance.....	44
Audit of Registration Renewals.....	44
Year ending 31 December 2021	44
Disciplinary Proceedings.....	46
Complaints statistics.....	46
Notifications from Police & Director of Public Prosecutions.....	46
Employer Notifications	47
Notification from another Teacher Registration Authority	47
Information from another source	47

Registration applications managed by the PCU.....	47
Review of Board decisions	48
Cancellation of registration if clearance notice is not in force	48
Sexual Offences.....	48
Statutory Rights and Responsibilities.....	48
Process and Timing	48
Inquiries.....	49
Inquiry Case summaries	49
Highly Accomplished and Lead Teacher Certification	51
National Certification	51
Implementation of National Certification	51
National Representation.....	51
National HALT Summit 2022	51
Certification information and workshop sessions delivered	52
Current Certification	53
Cost.....	53
10 Year Renewal	53
National Assessor Training Program Northern Territory.....	54
Appendix	55
Acronyms and abbreviations	55

List of Tables

Table 1: Applications for registration presented to the Board by Schedule	37
Table 2: Number of new teachers registered	37
Table 3: New teachers registered under Mutual Recognition by jurisdiction.....	38
Table 4: Registered teachers in the Northern Territory by age	38
Table 5: Registered teachers in the Northern Territory by gender.....	39
Table 6: Registered teachers in the Northern Territory by Schedule.....	39
Table 7: Registered teachers in the Northern Territory by category of registration.....	40
Table 8: Number of provisionally registered teachers whose registration was due to expire 31 December 2021.....	41
Table 9: Authorisations granted July 2021 – December 2021.....	43
Table 10: Authorisations granted from January 2022 – June 2022.....	43
Table 11: Summary of audit of full registration renewal, year ending 31 December 2021.....	45
Table 12: Number of HALT information and workshop sessions delivered.....	52
Table 13: Statistics relating to Northern Territory certification 2021-22.....	53

Chairperson's Report



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

National issues continue to be an area of focus for the Board including a continued focus on the quality of initial teacher education, Automatic Mutual Recognition especially national information sharing, development of an Indigenous Cultural Competency framework and certification of Highly Accomplished and Lead Teachers. The voice of a small jurisdiction is critically important in all national matters and we remain actively engaged with both the Australian Institute of Teaching and School Leadership (AITSL) and the Australasian Teacher Regulatory Authority (ATRA) network. ATRA Board Chairs convened for a video conference meeting providing a platform for information sharing and discussing some pressing national issues including the impact of COVID 19.

As the Board Chair I worked with the Director to advocate to the Minister for Education for a five-year exemption of national Automatic Mutual Recognition. One of the key factors to be resolved relates to timely information sharing to ensure child safety. An exemption for five years was approved by the Minister, allowing time for work to further progress on a national information sharing platform.

Teacher shortages around the country have impacted workforce supply in the Northern Territory and the Board has worked through some challenges to ensure responsiveness while at the same time maintaining high quality and standards. The main impact has been an increase in the number of applications for Authority to Employ Unregistered Teachers. Each application is rigorously assessed by the office of the Board before approval by the Board to ensure all the appropriate checks are done. This process is essential to help staff schools and so students can continue to have access to a quality education. The Northern Territory increases follows a national trend and has been the subject of much discussion across the country.

The Director and I were key stakeholders in the Positive Behaviour and Occupational Violence Taskforce established by the Department of Education in 2021 to look at violence against teachers in schools. The purpose of the task force was to review local data, research, stakeholder input and provide a report and recommendations to the Minister for Education.

The area of professional conduct continues to provide challenges for the Board in terms of the volume of the work, timeliness and procedural fairness within the limits of the resourcing allocated to this area. The Board was fortunate to receive a seconded expert resource for several months to assist in progressing the backlog of investigations. The Board has had three matters referred to the Northern Territory Civil and Administrative Tribunal with matters remaining outstanding. These complex matters have required a great deal of focused time by the Professional Conduct team which has impacted other work as we have not had continued additional resources. The Board has worked hard to progress matters more efficiently by amending their approach to progressing notifications and providing professional learning to employers. The Board continues to work closely with the Solicitor for the Northern Territory and the legal assistance provided across a range of matters is appreciated.

As always, the Board, committee members and staff at the Office of the Board have demonstrated their commitment to the Board, ensuring its legislated functions and strategic directions are met in continuing difficult times. I thank all for the high-quality work, carefully considered decisions and overall commitment to the teaching profession and Northern Territory children.

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 Regulations).

The Act commenced in September 2004, and the current version of the Act has been in effect since 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 2022, 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
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
Joel van Bentum	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 that 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, last updated in 2022.

Board Meetings

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

MEETING	DATE	VENUE	DURATION
1	5 August 2021	Videoconference	Afternoon
2	23 September 2021	Darwin	Full day
3	21 October 2021	Darwin	Full day
4	2 December 2021	Videoconference	Afternoon
5	20 January 2022	Videoconference	Afternoon
6	3 March 2022	Darwin	Full day
7	7 April 2022	Darwin	Full day
8	19 May 2022	Videoconference	Afternoon
9	23 June 2022	All Day	Full day

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

MEETING	DATE	VENUE	DURATION
1	18 August 2021	Videoconference	Written resolution
2	13 October 2021	Videoconference	Afternoon
3	21 December 2021	Videoconference	Written resolution

Board Member official travel

The following table represents the official travel conducted by Board members in 2021-22 to attend all-day, face to face Board meetings in Darwin.

Board Member	Travel route	Number of meetings
Marisa Boscato	Alice Springs - Darwin	1
Danielle Schmidt	Borroloola - Darwin	1

Meeting Attendance

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	Lorraine Evans	A				A				
Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union	Danielle Schmidt									
Teacher nominated by the Northern Territory Branch of the Australian Education Union	Gordon Canning									
Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education	Greg Hauser									P
Teacher nominated by the Northern Territory Principals' Association Incorporated	Susanne Fisher	A				A				
One educator, nominee of the Association of Independent Schools of the NT	Cheryl Salter	R	*	*	*	*	*	*		
	Joel van Bentum	TNS	TNS	TNS	TNS	TNS	TNS	TNS		
Educator nominated by Charles Darwin University	Greg Shaw									A
Educator nominated by the Catholic Education Office	Jacqui Langdon				A		A			
Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union	Louise Lenzo					A				
Educator nominated by the Batchelor Institute of Indigenous Tertiary Education	Michele Willsher		A				A	A		
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								A	

Legend:

A – Absent

P – Attended for part of meeting

R – Resigned

TE – Term ended

TNS – Term Not Started

* – Member not nominated at this time/position vacant

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

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>

The Board utilised two of its Board meetings during the period to commence work on developing the next Strategic Plan.

Major projects and initiatives

Automatic Mutual Recognition

On 1 July 2021, the amended *Mutual Recognition Act 1992* (Cth) (the MR Act) came into force introducing the uniform scheme for Automatic Mutual Recognition (AMR) of occupational registrations.

The new AMR scheme is distinct from the existing Mutual Recognition Principle (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 Board identified that the early adoption of the AMR scheme posed significant 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 and was exempt from implementing the AMR scheme for the 2021-22 financial year.

In recognition of the continued need for more time before the AMR scheme is implemented in the Northern Territory, a further exemption from the operation of the AMR scheme for the occupation of teaching was granted on 23 June 2022 by the Minister for Education of the Northern Territory Government. The current exemption period ceases on 30 June 2027. Teachers wishing to relocate to the Northern Territory may continue to utilise the MRP provisions in the MR Act.

Online Registration Renewal

The online renewal of registration forms were updated in 2021 in time for teachers due to renew their full registration prior to the end of 2021. This project resulted in a more efficient renewal process by:

- Allowing teachers to upload their Professional Development Logs and Statement of Service at the time of applying.
- Additional information icons and links
- Updated declaration questions

Additional fields were added to the database to capture the updated information from the forms including new reports for Board.

Teach for Australia

The Teach for Australia (TfA) program is a two-year employment-based pathway into teaching offered through Australian Catholic University (ACU). The program commenced in 2010 in government schools in Victoria and is founded on the notion of seeking to break the cycle of educational inequity, to level the playing field for young people across Australia by recruiting and developing leaders in education.

The TfA program allows Associates to earn a Master of Teacher (Secondary) (Professional Practice) on an assisted scholarship, with one-on-one coaching and mentoring whilst being employed and gaining professional experience as a teacher in the classroom.

The Board endorsed the need for a review of the current in-principle agreement held with the TfA Alumni being granted full registration upon the completion of their internship, where they have completed their Masters of Teaching whilst employed under an authority to teach. Board members considered the Consultation Findings Report and the feedback tabled by TfA.

The Board discussed the findings and stipulated the following:

- The Northern Territory is the only jurisdiction that grants TfA graduates full registration automatically without a teacher undergoing a transitioning process to demonstrate their proficiency against the Australian Professional Standards for Teachers (the Standards);
- As per Initial Teacher Education (ITE) accreditation guidelines, TfA associates are formally assessed at the Graduate Teacher Standards;
- Board Policy currently stipulates that service under an authority to employ is not counted as service towards Full Registration;
- The only provision within the Act and the Regulations regarding service is the following:
 - Regulation 6(2) the duties mentioned in sub regulation (1)(b) do not include duties performed by support staff (including, for example, teacher’s aides, teacher’s assistants, student teachers and unpaid volunteers).

The Board agreed that TfA Associates have the skills and potential to make an impact in the classroom, however they also recognised that once the Associate completes their course, they are graduate teachers.

The Board holds the function to research and promote best practice in teaching in the Northern Territory, and to promote public confidence within the teaching profession. By offering full registration to one group of authorised persons, public perception would assume that the Board would be acting inequitably.

The Board also determined that ITE courses in Australia have all been accredited using the same National standards and procedures, and that by acting in favour of one group of pre-service teachers over another would also be acting inequitably.

The Board noted that as graduate teachers enter the profession, they are characteristically enthusiastic, engaged and ready to make a difference. As beginning teachers take the step from Graduate to Proficient, they should be practicing and refining their skills in designing and implementing teaching strategies reflective of the Proficient career stage of the Standards.

The Board encourages the implementation of extended teacher induction, which is embedded in daily practice, and emphasises skill development and inquiry into practice. Registration processes, such as transitioning from provisional to full registration, help to facilitate this. The focus of these processes is on maximizing the teacher’s impact on learners, building on what pre-service teachers have learnt in ITE programs.

After full consideration of all the evidence the Board resolved to suspend the automatic granting of full registration to TfA Alumni, with provision of “grandfathering” the process. This would mean that all current Associates will be granted full registration upon completion of their internship. All new associates entering the program from the beginning of 2023 will be granted provisional registration upon completion of their internship.

Vocational Education and Training (VET) Trainers: Authority to Employ

In May 2021 AITSL released their final report *Building a High Quality and Sustainable Dual Qualified VET Workforce – May 2021*). This was in relation to the One Teaching Profession: Teacher Registration in Australia (One Teaching Profession) report that identified significant workforce challenges related to VET delivered in secondary school environments. Three of the 17 recommendations of the One Teaching Profession report relate specifically to VET in Schools aim to address the ‘issue of VET delivered to secondary school students, exploring possible options to improve access and requirements for VET trainers/assessors delivering VET in secondary school environment.

The report acknowledged VET in schools offers a critically important pathway into further study and employment for many young people and all stakeholders consulted agreed VET pathways should have equal prestige and expectations of high-quality learning as more traditionally ‘academic’ pathways.

A major finding of this report is that a combination of factors including regulatory arrangements and, the existence of alternative delivery arrangements for VET in schools, have made dual qualified VET teachers an 'endangered species' in some jurisdictions. There is little incentive for schools, systems or individuals to pursue dual qualifications when much VET is delivered by people who are not fully registered teachers. At the same time, the low number of dual qualified teachers means that their numbers must be built up over time, while keeping VET in schools programs running. VET teacher quality and supply must be balanced in any future reform process.

In the Northern Territory only a small number (less than 10) teachers are dual qualified. The Board endorsed the recommendation of the stakeholder engagement that VET trainers in schools are required to be employed under an Authority to Employ an unregistered teacher.

To ensure the Authority to Employ meets the needs of the VET trainers it was recommended that a new category be embedded in the Board policy: Category 5 – VET Trainer. To be employed under the Authority to Employ, Category 5 VET Trainer, the person would need to have:

- TAE Training and Assessment Certificate 4
- Vocational Competence – trade or skill at level or above what they are delivering
- Proof of Industry currency such as an employer reference or statement of employment
- Resume with current work history
- Ochre Card

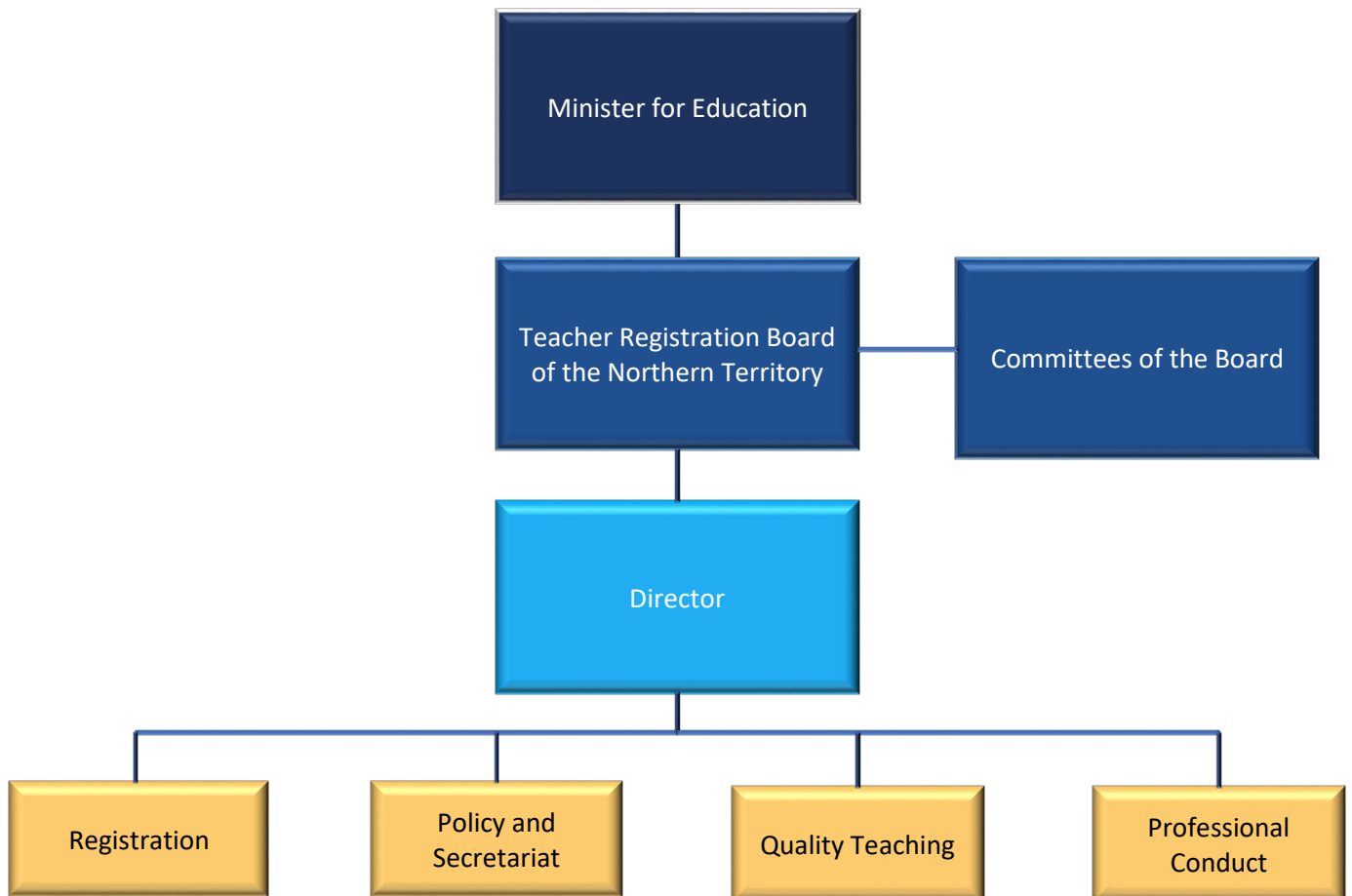
The Board approved the addition of Category 5 – VET Trainer to the Authority to Employ policy and the new category will become active from the start of 2023.



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 commenced work on the following priority governance documents during the period:

Decision-Making Framework

The Decision-making Framework provides the foundation upon which the Board makes decisions about teacher registration and authorisation in the Northern Territory, including granting registration, granting authorisation, renewing registration and in disciplinary proceedings. The Framework embeds the Board's consideration of the best interests of children in all of its decisions. It uses a risk-needs model to assist the Board in assessing and determining the appropriate action under the Act.

It will support the Board to make decisions that are in line with best-practice administrative decision making principles, so that all Board decisions are fair, reasonable and appropriate.

The Framework embeds the Board’s consideration of the best interests of children in all of its decisions. It uses a risk-needs model to assist the Board in assessing and determining the appropriate action under the Act.

Teacher Health and Wellbeing Policy

As of 1 January 2020, the Act was amended to clarify the obligations of applicants for registration, and registered teachers, to notify the Board of their personal details, including a change to their personal details. The definition of personal details was amended to include a part b to the definition, to specify that personal details now includes “*details of any physical or mental impairment, disability, condition or disorder, including substance abuse or dependence that the person has and that may affect the person’s eligibility for registration*”.

In June 2021, the Teacher Health and Wellbeing policy (the policy) was identified as required to clarify the personal details definition to support teachers with disclosing, managing and responding to health concerns. A draft policy was developed by the Board through the early part of the 2021-22 year which was then promulgated to key stakeholders for feedback during the latter part of the financial year. Based on stakeholder feedback, the Board, at the June 2022 Board meeting, determined to postpone the development of the policy, and to not enforce the legislative amendment, until further work can be completed to solidify the legal policy in this regard.

Quality Teaching Philosophy

The Quality Teaching Philosophy is a high-level statement outlining the Board’s general principles and standards concerning quality teaching.

It is designed to bring together all of the individual elements of the Board’s quality teaching initiatives, and make an overarching position to assist teachers and others in understanding why the Board implements these initiatives and the expectations the Board has of the profession in relation to quality teaching practice.



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, disclosures of interest are recorded in a Board paper and then in the minutes of each Board meeting in which the matter is considered and the conflict arises. During the reporting period, 88 disclosures of interest 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 established 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. In accordance with section 25(2) of the Act, 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.

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 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.

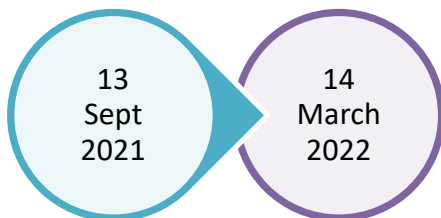
Functions

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.

Meetings

Two meetings were held in the reporting period after one of the meetings was postponed due to COVID concerns and another revised meeting cancelled due to staff illness.



Membership

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

The membership of the QTC as of 30 June 2022 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

Work of the QTC

Both meetings were held online allowing for members to participate without travel.

The QTC focused their meetings on the development of two governance documents:

- Quality Teaching Philosophy
- Teacher Health and Wellbeing

The meetings allowed for the members to workshop the policies and permitted them to be developed from the lens of the teaching profession. The committee gave valuable contributions which allowed for updated versions of the drafts to be written.

The QTC were also given feedback on how the Board provides support to teachers on meeting their professional responsibilities. The Quality Teaching Team were then able to modify the delivery of their services and support for teachers.

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.

Meetings

Three committee meetings were held during 2021 – 2022:



ERC Membership

The membership of ERC as of 30 June 2022 is as follows:

Member Name	Position
Lorraine Hodgson Chairperson Board Member	Board member
Greg Hauser	Board member
Maree Garrigan	Director, Teacher Registration Board
Greg O'Mullane	Catholic Education Northern Territory
Ben Duggan	Department of Education
Cheryl Salter	Association of Independent Schools Northern Territory
Glynnis Few	Christian Schools Association Northern Territory

Work of the ERC

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

- COVID-19 and its continued impact on schools and the workforce. Discussions included adjustments the Board was making in line with other jurisdictions across Australia, to provide an element of flexibility where possible to engage teachers.
- Renewal of Registration and the audit process.
- Increasing number of authorisations due to teacher shortages.
- TfA: stakeholder consultation with a view to the category of registration changing from full to provisional registration on completion of the course to bring it in line with other jurisdictions who engage with the teach for Australia programs and to ensure continued support for associates as beginning teachers. This will be implemented from the beginning of 2023 for new entrants into the program.
- Consultation on Board governance documents.
- Highly Accomplished and Lead Teacher (HALT) certification: interface between employers and the Board; support for HALTs and the number of applicants.
- Australian Teacher Workforce Data project and emerging trends of the teaching workforce across Australia.
- Professional Development opportunities provided to teachers, principals and leadership teams through online and face to face engagement, delivered by the Director, the Quality Teaching Team and manager Professional Conduct.
- Pilot engaging 4th year pre-service teachers through an internship process in partnership with employers, Charles Darwin University (CDU) and other higher education providers, utilising the Authority to employ an unregistered person process of the Board.

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 ITE programs delivered in the Northern Territory to ensure graduates meet 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. Governance training was delivered to the ITEC at its first meeting of 2022 so all ITEC members were trained and aware of their roles and responsibilities.

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 ITE in the Northern Territory. ITEC advises the Board on strengthening ITE, including national standard setting for accreditation of ITE 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 ITE. The Board's functions in this regard include:

- Consideration of the Accreditation of ITE 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 ITE;
- Providing support and recognition in the accreditation of quality ITE programs in the Northern Territory; and
- Maintaining an understanding of the national and political agenda for the assessment and accreditation ITE programs across Australia.

The ITEC will perform the following functions during its establishment:

- Consider strategic, policy or procedural matters related to ITE in the Northern Territory;
- Provide collective advice to the Board on ITE matters;
- Make recommendations to the Board on matters relating to ITE;
- 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 Membership

ITEC has eleven members, including the Chairperson and a representing Board member. A First Nations member was added to the committee as it was seen as an important addition. The ITEC is also supported by an Executive Officer who is a member of staff of the office of the Board.

The membership of ITEC as of 30 June 2022 is as follows:

Member Name	Professional position
Claire Bartlett <i>Chairperson</i>	Charles Darwin University <i>Academic Director of Education Placements</i>
Michele Wilshire <i>Board member</i>	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>Senior Teacher – Early Childhood, Nakara Primary School</i>
Kylie Murphy	Department of Education – Secondary <i>Assistant Principal, Northern Territory School of Distance Education</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), Acting Head of Campus</i>
Rebecca Dimmock	Association of Independent Schools Northern Territory – Secondary <i>Assistant Principal, Marrara Christian 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>
Sally Knipe	Charles Darwin University – Associate <i>Dean of the College of Learning Futures</i>
Sherri Bryers	Catholic Education Office <i>Manager of Aboriginal and Islander Education</i>

ITEC Meetings

Three ITEC meetings were held during the reporting period with one meeting cancelled due to COVID-19 concerns.



Work of the ITEC

Charles Darwin University (CDU)

The ITEC has focused on advising the Board on strengthening ITE. This involved working closely with CDU, as the sole provider in the Northern Territory, on the implementation of their ITE courses.

The continuation of the COVID-19 pandemic in the reporting period resulted in some continual 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 continued to support CDU to implement these changes, including continuing to support 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.

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 ITE 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 AITSL 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.

The committee had a presentation by Associate Dean of Learning Futures, Dr Sally Knipe on the upcoming accreditation of the Master of Teaching Course that will occur in the next reporting period. This allowed the committee to be confident the course will be ready to proceed in 2023 as planned.

Annual Data Collection

National collection of data from ITE providers was implemented by 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 provider. CDU provided their data as required in August 2021. 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 ITE Programs in Australia and Panel Training

The Guidelines for Accreditation of ITE Programs in Australia 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 2022, the following number of national trained panel members were operating in the Northern Territory:

35 – Stage 1	29 – Stage 2	12 – 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.

Preservice Teacher Pilot Program

The ITEC committee has worked in conjunction with CDU and the Department of Education to allow for some preservice teachers to complete their final placement of their teacher education under an Authority to Employ. This is a direct response to the shortage of teachers the Northern Territory is currently experiencing. The pilot was undertaken in Term 2 of 2022 and 4 preservice teachers were deemed to fit the criteria for the program. One preservice teacher was placed at Palmerston College, one at Dripstone Middle School and two at Casuarina Street Primary School in Katherine. The pilot was deemed to be successful as all students were successful in their placements and two of the preservice teachers are now working full time in the schools where they were completed their placement.

Extension Course

The ITEC committee has been working hard to advise CDU in developing an extension course for teachers who are three year trained so they can upgrade their qualifications to become eligible for registration. This is an important step in allowing Territory teachers to upgrade their qualifications in the Territory and not have to seek to do this elsewhere. A working group was established to allow this to happen and the committee is continuing to work on this program with CDU. The working group meets outside of the committee and reports back after each meeting. This course will be finalised by the end of 2022.



Our Office

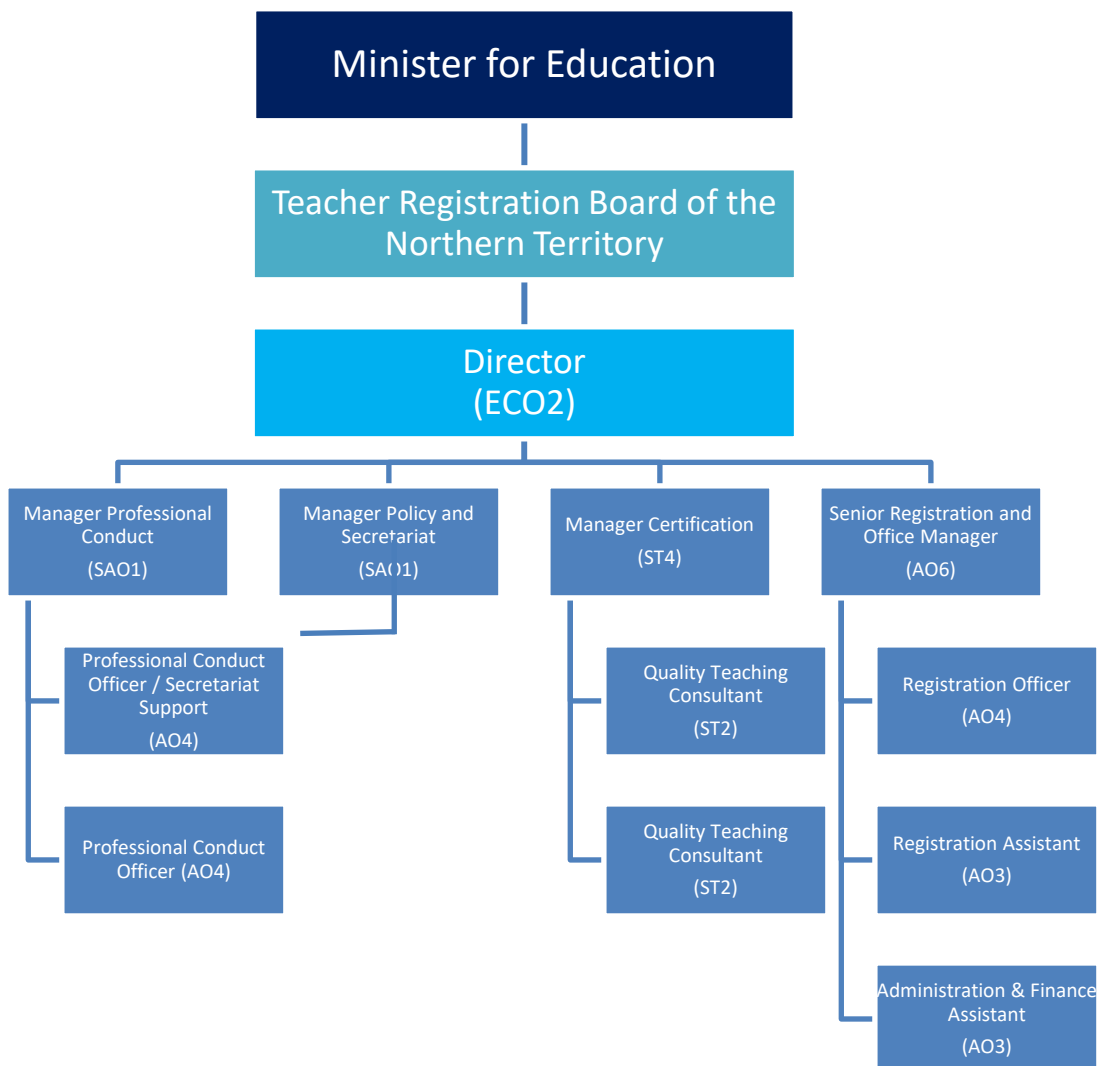
Responsibilities

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.
- Management of disciplinary proceedings (Complaints, Preliminary Investigations and Inquiries)
- Annual audits.
- Administration and management relating to financial matters.
- Governance document development and implementation.
- Secretariat services to the Board and its Committees.
- Certification of those in the HALT career stages.
- Professional development and implementation of the Standards.

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 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, implementation of HALT certification, and ITE 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 providing administrative support for the Professional Conduct Unit, including support for notifications, preliminary investigations, complaints and inquiries and other matters as assigned.
Professional Conduct / Secretariat Support Officer	Responsible for providing administrative support for the Professional Conduct Unit and secretariat support to the Board. This includes support for notifications, preliminary investigations, complaints and inquiries, preparation of Board meetings, Committee meetings, Board and Committee papers, Board appointments, general advice and filing.
Manager, Policy and Secretariat	Responsible for providing 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 generated by registration fees is not sufficient for the Board to operate with financial independence.

The total revenue generated by the Board from registration fees for 2021-2022 was approximately \$707,779 (including HALT fees of \$33,400). These figures represent an increase of \$62,042 from the approximate \$645,737 (including HALT fees of \$26,450) received by the Board in the 2020-2021 reporting period.

A breakdown of the Board’s budget for 2021-22 is as follows:

	Budget	Actual	Variance
Employee wages	1,437,866	1,686,416	248,550
Operational expenditure	191,694	125,907	- 65,787
Total Rounded			
HALT National Certification	37,000	33,400	3,600
Grants and Subsidies			
AITSL	22,000	1,800	-20,200
Relief Teachers less than 15 days	1,107	445	-662

Grants

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

Information technology support

While the Department of Education provides corporate services to the Board, additional support in information technology is provided by Dharpa Design & Consulting, and website development and maintenance 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
- 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

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 Northern Territory;
- Australian Education Union;
- CDU;
- Batchelor Institute of Indigenous Tertiary Education;
- Catholic Education Northern Territory;
- Department of Education;
- Professional Teachers' Association of the Northern Territory; and
- Association of Independent Schools Northern Territory.

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

- Northern Territory Christian Schools
- Teachers (government and non-government)
- Principals (government and non-government)
- School communities
- AITSL
- ATRA
- SafeNT
- Northern Territory Police
- Solicitor for the Northern Territory
- Tertiary Education Quality and Standards Agency
- Council of Deans of Education
- Teach for Australia
- 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.
- CDU/the Board/Department of Education Collaborative Working Group.
- Quality Teaching Education Reference Group.
- Northern Territory Board of Studies.
- Positive Behaviour and Occupational Violence in Schools Taskforce

National Committees and Working Groups

ATRA

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 2021-2022

- 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 video conference meetings held on 7 October 2021 and 22 March 2022
- Automatic Mutual Recognition Working Group (4 online meetings)
- Technical Officers Working Group (2 online meeting meetings)
- Executive Officers for Initial Teacher Education Network (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, cultural competency 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 due to COVID - 19.



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 Northern Territory through both face-to-face and online capacities. 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:

Provisional to Full Registration

Over **193**
stakeholders

The Quality Teaching Consultants have engaged in **7 workshops** working with all school staff involved in the transitioning to full registration process, from the applicants themselves, to mentors and school leadership teams.

Maintaining a Professional Development Log

Over **265**
stakeholders

The Quality Teaching Consultants have engaged in **6 workshops** with preservice teachers to system leaders in understanding the requirements outlined in the Professional Development Framework.

Code of Ethics, Protective Behaviours and Teacher Obligations

Over **110**
stakeholders

The Quality Teaching Consultants, Director and Professional Conduct Manager have engaged in **4 workshops** with preservice teachers to system leaders in understanding the professional frameworks for maintaining appropriate professional practice and conduct expected of a teacher.

Understanding the Standards and Evidencing Impact

Over **73**
stakeholders

The Quality Teaching Consultants have engaged in **4 workshops** working with teachers across all career stages in understanding the Standards, and evidencing impact of practice through a portfolio.

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 Standards, 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 2021-2022 financial year was \$93.00 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 increased by 83 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	June 2022
5521	5572	5611	5503	5401	5484

Of all registered teachers, as of 30 June 2022:



24% were born overseas



7% hold an overseas teaching qualification



4% identify as Aboriginal or Torres Strait Islander*



43% came from interstate



28% have been registered in the Northern Territory for more than 10 years

*383 registered teachers were undisclosed

Overview of Applications Assessed

The office of the Board assesses applications for registration under the provisions of the Act, and where relevant, the MR Act and the *Trans-Tasman Mutual Recognition Act 1997* (Cth).

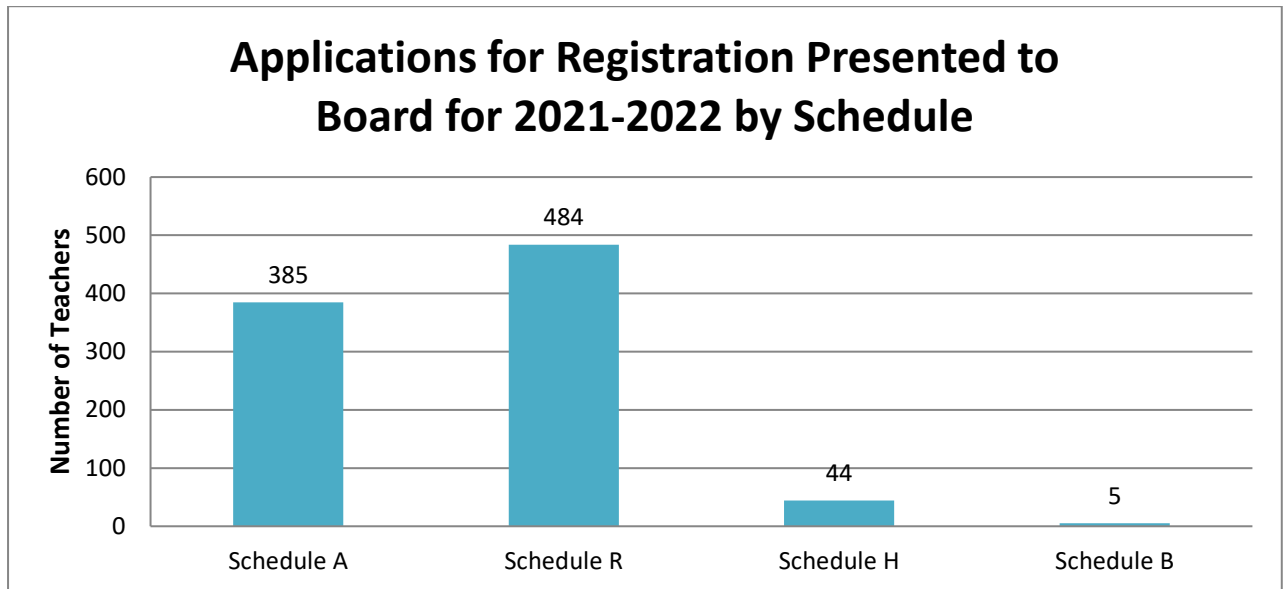
A total of 918 applications were assessed this financial year, the majority under the MRP and the relevant provisions in the MR Act. In assessing applications for registration, the Board was presented with 44 instances of applications categorised as being 'hard' (Schedule H). These applications require that additional research be undertaken, or enquiries made, and are presented to the Board case-by-case. While the 44 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 2021-22.

In addition to the applications assessed for new applicants, 486 other applications for registration were submitted by registered teachers, and assessed this financial year. This comprised of 152 applications from provisionally registered teachers who were seeking to transition to full registration, 68 applications for provisionally registered teachers applying to renew their term of provisional registration (for another two years), and 266 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 Northern Territory in 2005 and were registered under a transitional clause in the legislation.
Schedule R (registration)	Existing registration with an Australian or the New Zealand registration authority. Applicants in this schedule applied for registration under MRP.
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 2021-22, there were 918 new teachers registered in the Northern Territory. The largest cohort of applicants applying under the MRP held registration with the Victorian Institute of Teaching. There were 124 new graduates from CDU registered as teachers.

Table 2 – Number of new teachers registered

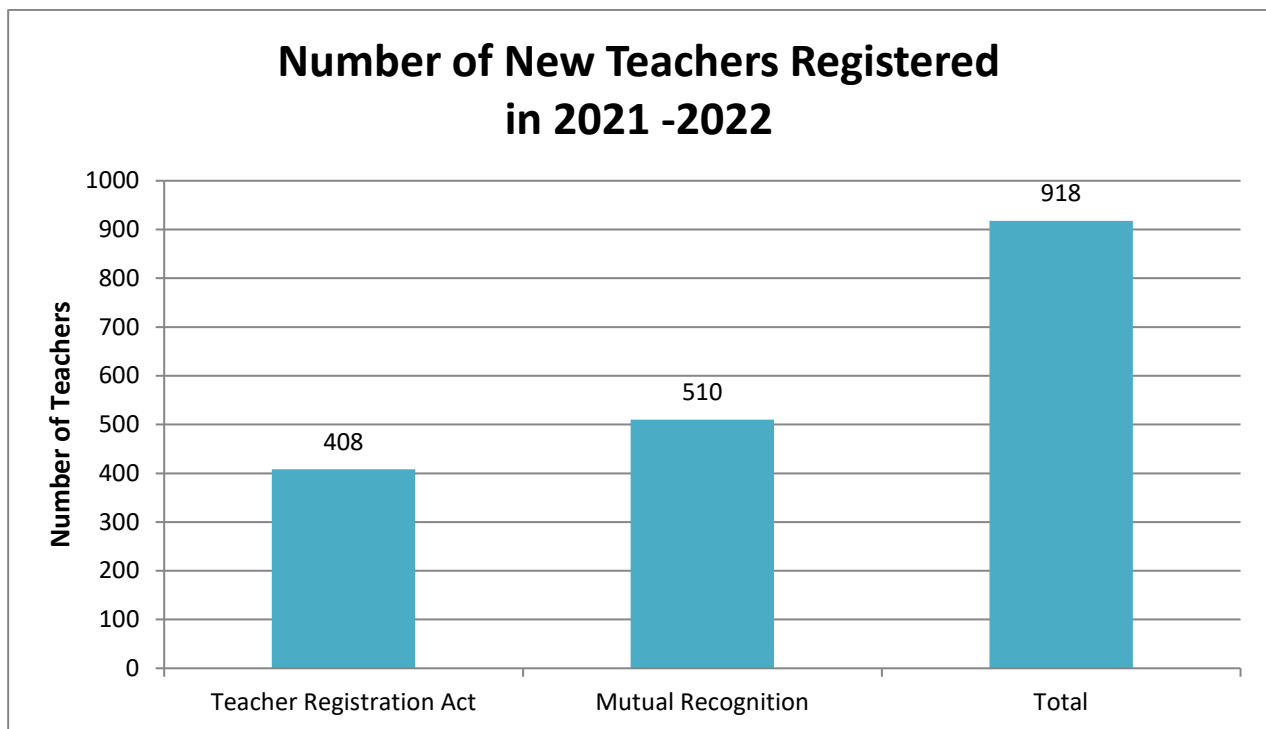
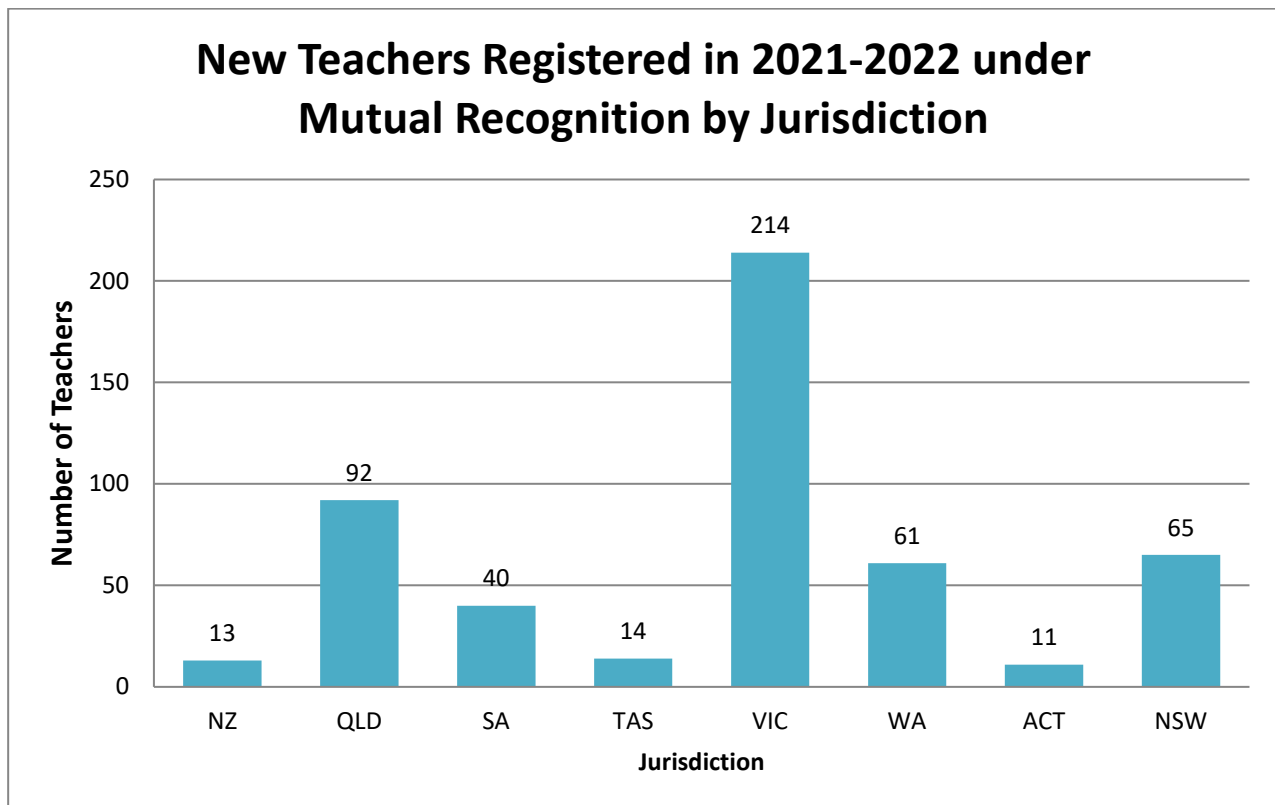


Table 3 – New teachers registered under Mutual Recognition by jurisdiction



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

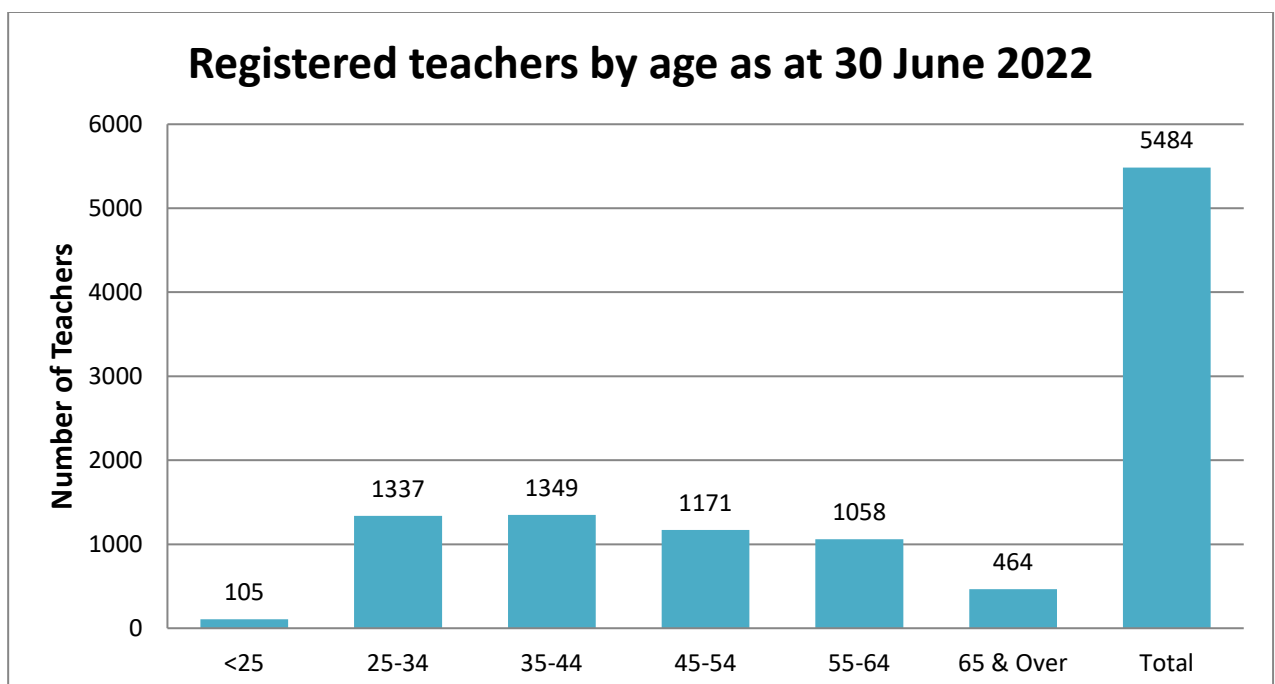


Table 5 – Registered teachers in the Northern Territory by gender

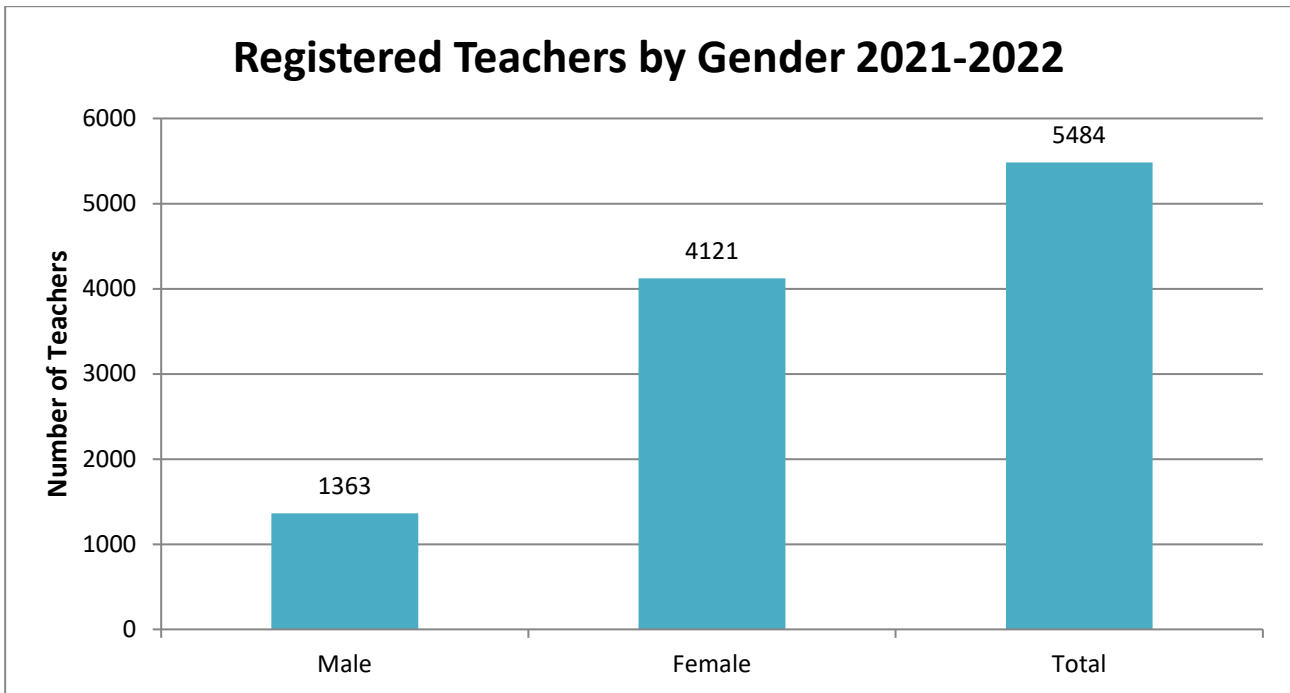


Table 6 – Registered teachers in the Northern Territory by Schedule

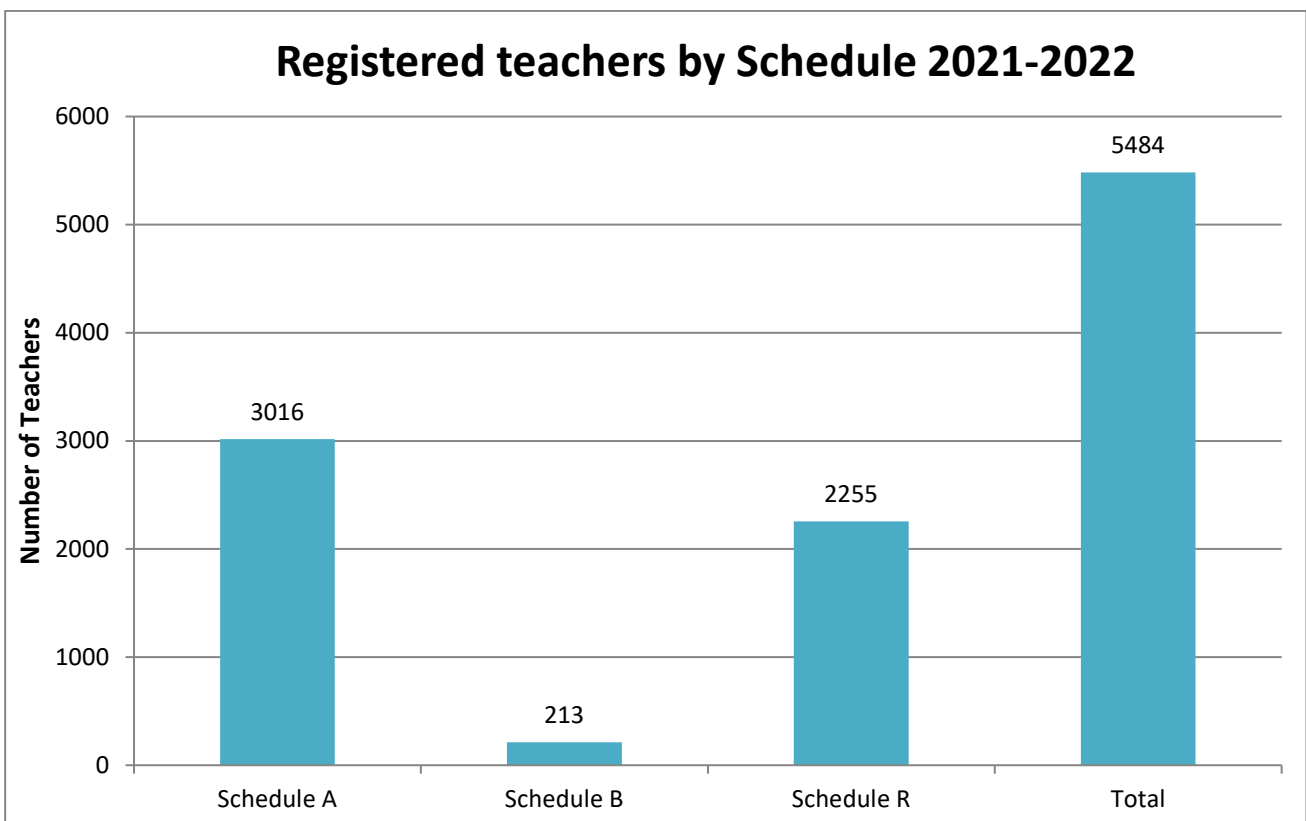
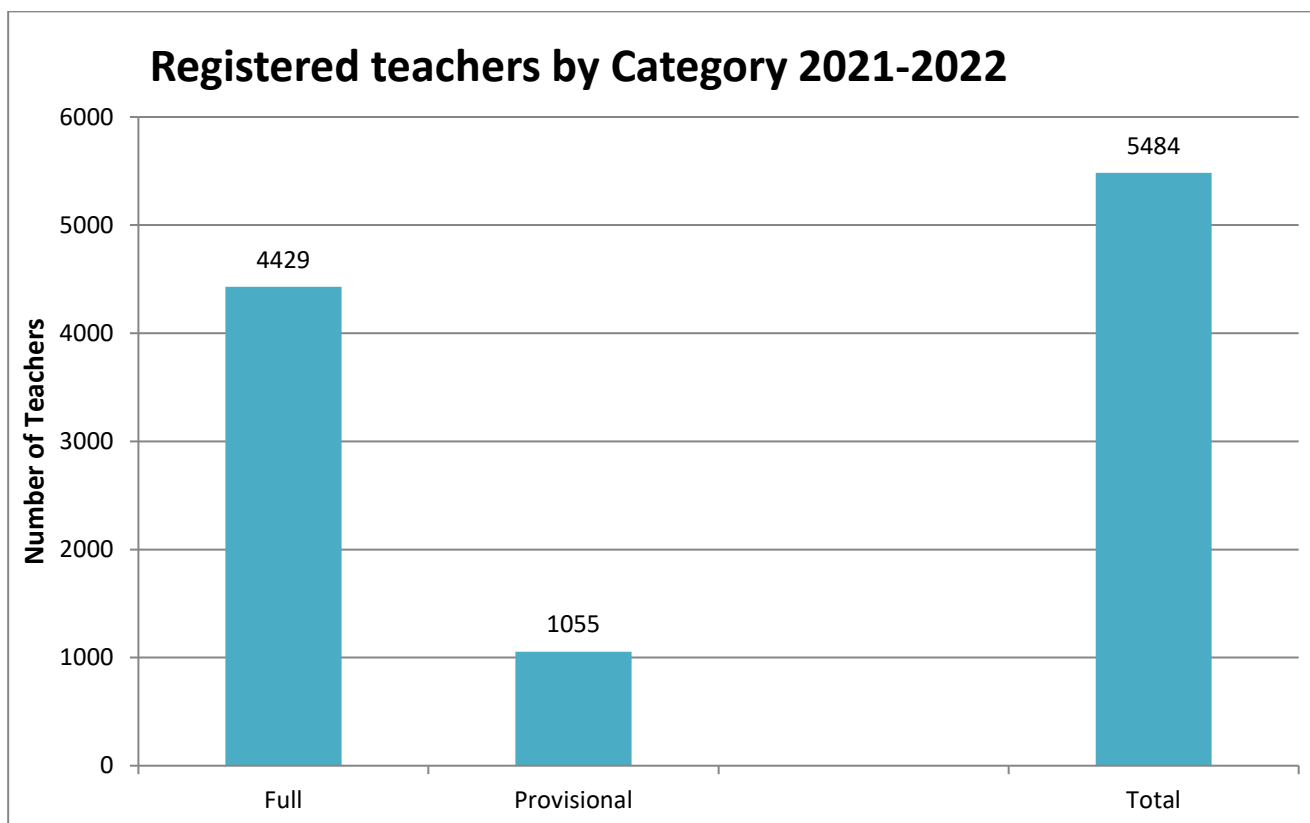


Table 7 – Registered teachers in the Northern Territory by category of registration



Registration Renewals

215 provisionally registered teachers were due to either renew their term of provisional registration, or transition to full registration, by 31 December 2021. Of the 215, 68 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2023. The remaining 147 teachers either transitioned to full registration, or their registration lapsed.

348 fully registered teachers completed their first five-year cycle of registration on the 31 December 2021. Of these, 82 teachers did not apply to renew and their registration lapsed.

Of the 266 teachers who applied to renew their five-year term of registration, 262 were granted full registration for a further five years, 4 teachers who did not meet the requirements for full registration, applied for, and were granted, provisional registration for three years.

Names Removed from the Register

The name of one deceased teacher was removed from the Register of Teachers in 2021-2022.

Provisional Registration

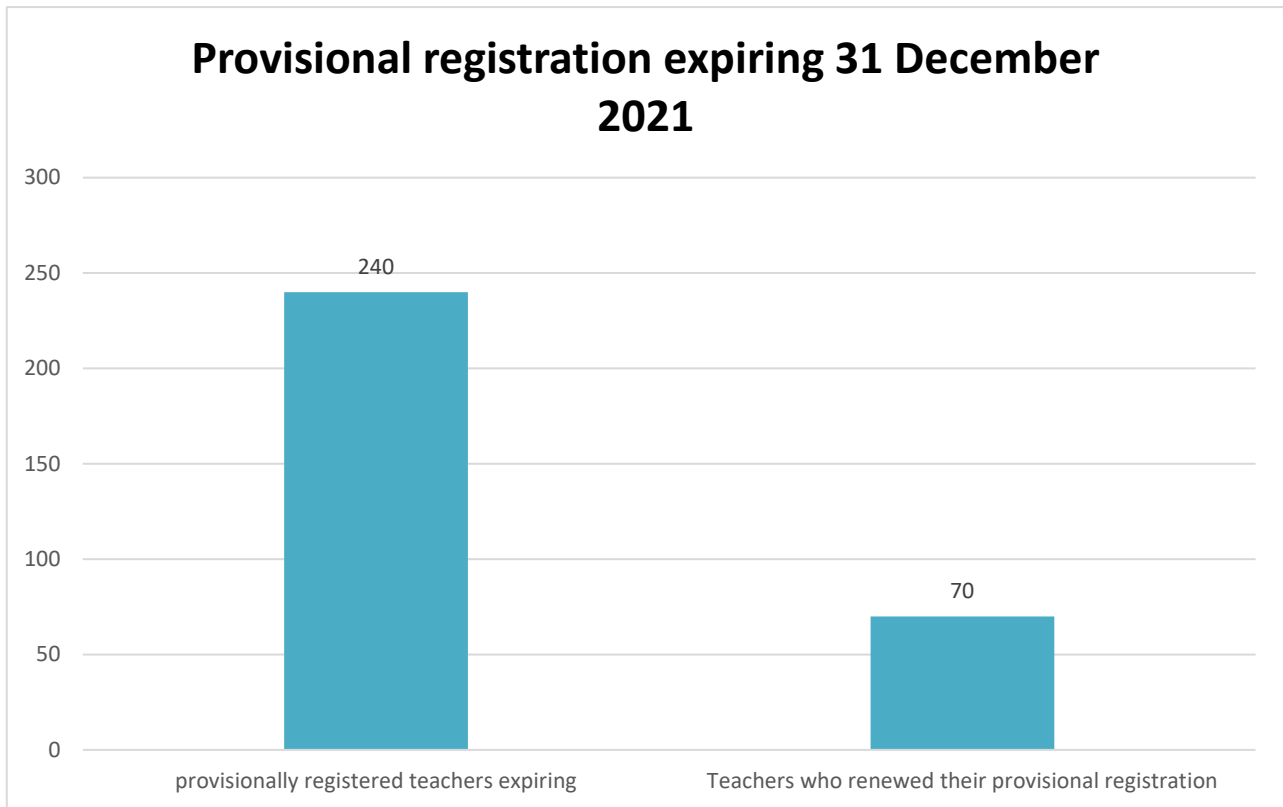
In 2021, 240 provisionally registered teachers completed their three-year term of registration. Of these, 70 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2023.

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 Standards;
- 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 2021.



Authorisation to Employ an Unregistered Person

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 July 2021 – December 2021

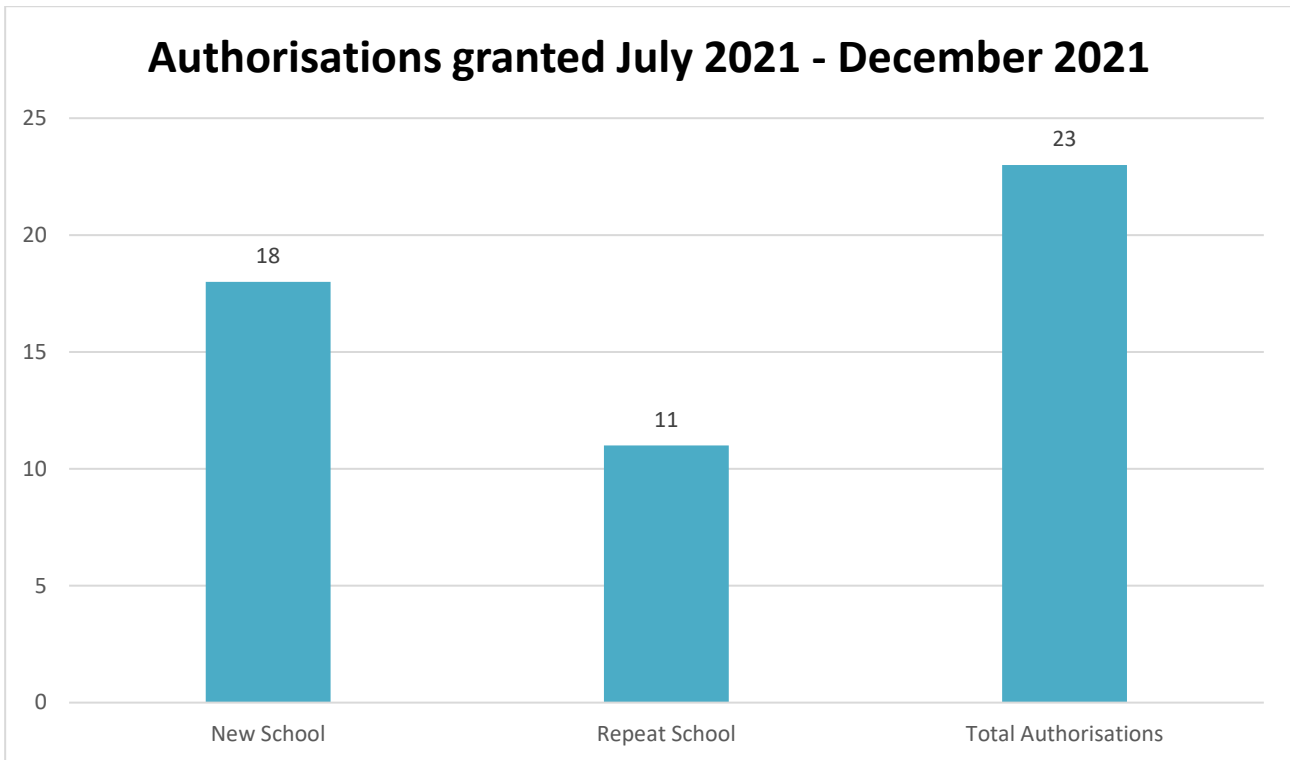
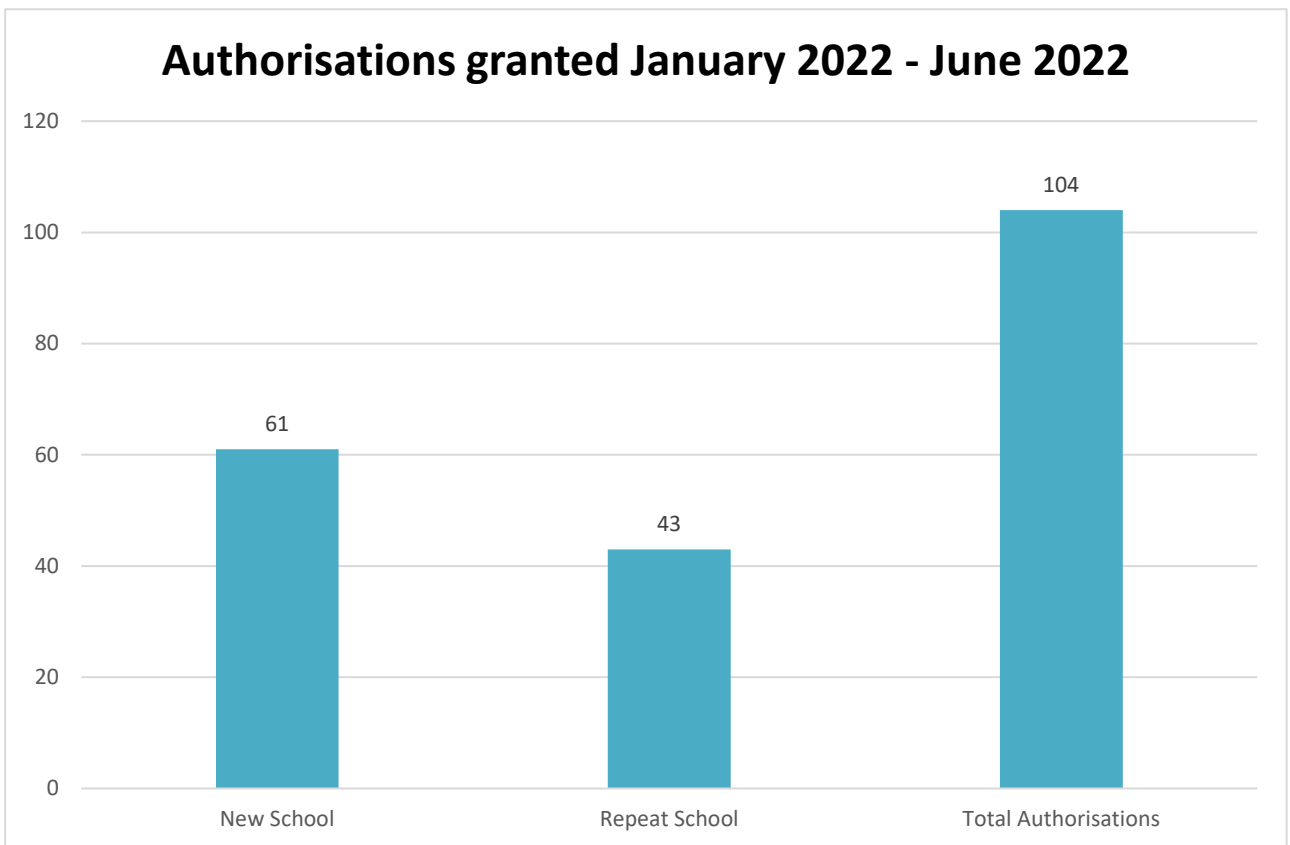


Table 10 – Authorisations granted from January 2022 – June 2022



Annual Audit and Compliance

On an annual basis, the Board facilitates an Annual Return process to monitor compliance in Northern Territory schools as prescribed by section 78 of the Act. Section 78 of the Act requires employers to inform the Board of the names of all teachers employed in the employer's school or schools during the period of 1 January to 1 March of that year.

On 23 and 24 March 2022, the office of the Board commenced the 2022 Annual Return Process by sending out notices in accordance with section 78 of the Act to all employers in the Northern Territory. Employers were required to provide this information by 5 and 6 April 2022 and there was relative, though not complete, adherence to those legislated timeframes by most employers.

Section 72 of the Act provides that it is an offence for employers to employ or continue to employ a person to teach in a Northern Territory school while that person is without registration or an authority to teach. The maximum penalty for this offence is 50 penalty units (in the relevant period 1 penalty unit was \$157).

Section 73 of the Act provides that it is an offence of strict liability for teachers to teach unregistered or without authorisation. The maximum penalty for this offence is 50 penalty units (in the relevant period 1 penalty unit was \$157).

26 persons were identified to have been teaching without registration or without authorisation this year compared to 59 persons in 2020-2021. This represents a notable reduction in the number of persons teaching in schools without registration or authorisation.

Each year the Board employs numerous strategies, such as educating stakeholders on the relevant provisions in the Act to ensure all stakeholders are made aware of the consequences of non-compliance with the Act and sending reminders to ensure teacher registration is maintained and monitored by the relevant persons.

Where no non-compliance was found, the Board acknowledged the diligence of those employers. Where non-compliance was identified, the Board elected to either take no action or send out letters of caution to the relevant stakeholders or elected to pursue the prosecution of relevant stakeholders. The decision to prosecute is made on the basis of taking into account a number of factors including the number of days a person had taught without registration or without authorisation, the number of reminders a person had received from the Board in the previous year in relation to paying their annual fee or renewing their teacher registration, and whether the person was a recidivist.

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.

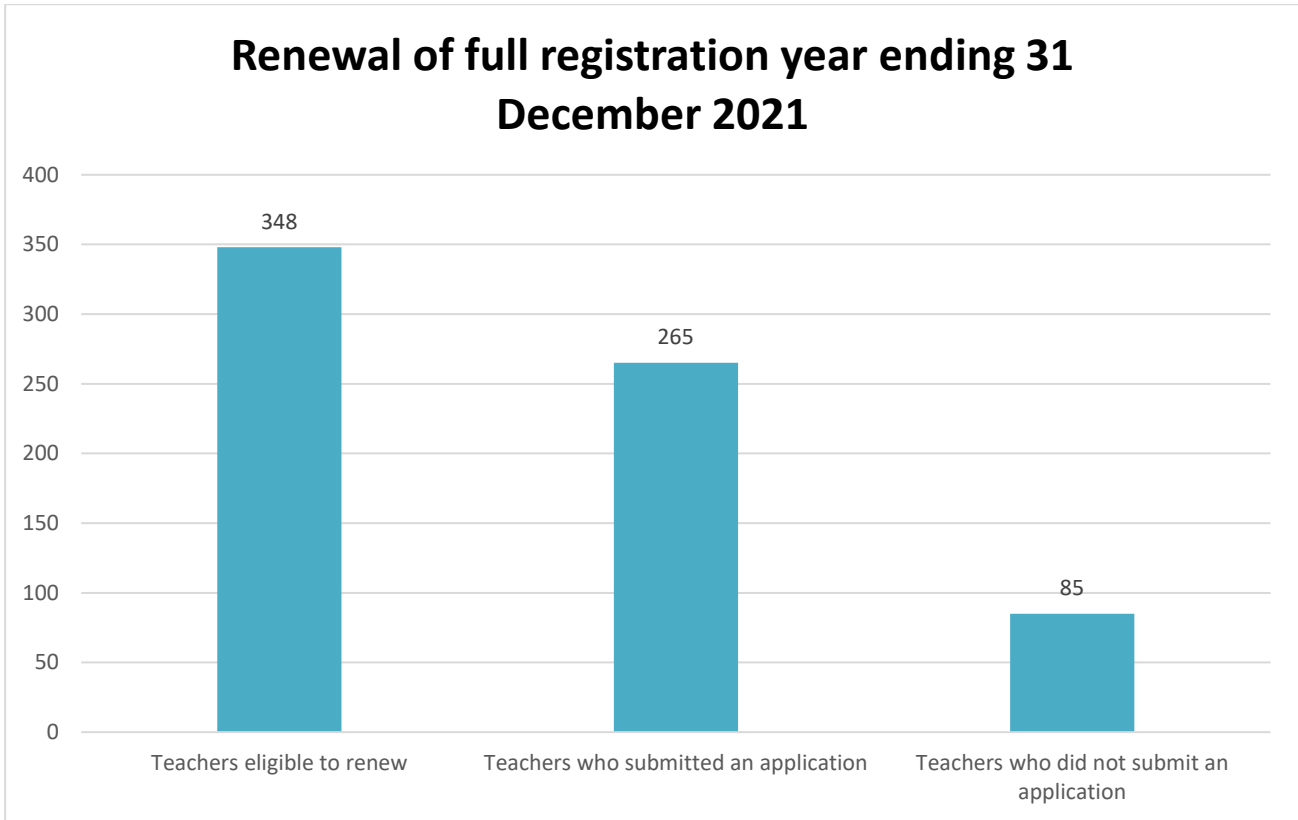
Year ending 31 December 2021

The online renewal application was opened to teachers in September 2021 through the online services on the Board's website. Teachers could renew up to, and inclusive of, 15 December 2021, allowing Board approval prior to 31 December 2021.

The 2021 cohort had 348 teachers eligible to renew their category of full registration. 265 teachers applied for, and were subsequently granted, full registration, with 85 not eligible for renewal of full registration and subsequently granted provisional registration.

27 teachers had their renewal applications audited with all teachers meeting the audit requirements.

Table 11: Summary of audit of full registration renewal, year ending 31 December 2021.



Disciplinary Proceedings

One of the Board's functions is to ensure that only persons who are fit and proper, appropriately qualified and competent to teach, are employed as teachers in the Northern Territory. There are a number of ways in which the Board seeks to uphold this objective, one of which is to investigate allegations that call into question the fitness and propriety or competence to teach of a former or current registered or authorised teacher. The investigations are the responsibility of the Board's Professional Conduct Unit (PCU). The types of investigations that the Board conducts are preliminary investigations and inquiries¹ which can be initiated by:

- a person submitting a complaint to the Board about the professional conduct of a teacher or authorised person;
- 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 the 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 statistics

Complaints	
For the period 1 July 2021 to 30 June 2022 there were a total of 10 complaint matters before the Board. Of these there were:	
6	Open complaint matters as of 30 June 2022
4	Complaint matters finalised during the reporting period
10	TOTAL
In relation to the complaint matters, the Board took the following action:	
6	Progressed to Preliminary Investigation
4	Dismissed without taking further action

Notifications from Police & Director of Public Prosecutions

Notifications from Northern Territory Police or Prosecuting Authority	
For the period July1 2021 to 30 June 2022 there were a total of 3 Notifications from Northern Territory Police or Prosecuting Authority matters before the Board. Of these there were:	
0	Matter progressed directly to Inquiry
3	Matter ongoing
3	TOTAL

¹ The Board may only hold an inquiry if it is satisfied on reasonable grounds it is in the public interest to do so.

Employer Notifications

Notifications from Employers	
For the period July1 2021 to 30 June 2022 the following Employer Notification matters were handled by the Board:	
32	New Employer Notification matters received in the reporting period
35	Open Employer Notification matters as at 30 June 2022
32	Employer Notification matters finalised during the reporting period

Notification from another Teacher Registration Authority

Notification from a Teacher Registration Authority	
For the period July1 2021 to 30 June 2022 there were no Notifications from a Teacher Registration Authority matter before the Board.	

Information from another source

Information received from another source	
For the period July1 2021 to 30 June 2022 there were a total of 10 matters before the Board originating from information received from another source. Of these there were:	
1	Matter progressed to Preliminary Investigation
1	Conditions imposed
7	No disciplinary action taken - letters of caution issued
1	Matter ongoing
10	TOTAL

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

Registration applications managed by the PCU

Registration applications managed by the PCU	
For the period 1 July 2021 to 30 June 2022 there were a total of 8 applications for teacher registration in the Northern Territory managed by the PCU. Of those:	
1	Granted with standard Professional Development condition
2	Granted with additional conditions
5	Refused registration
8	TOTAL

Review of Board decisions

The Northern Territory Civil and Administrative Tribunal (NTCAT) has jurisdiction to review some Board decisions specified in the Act. During the reporting period, there were no applications made for a review of the Board's decisions through NTCAT. There are two matters ongoing with NTCAT from the previous reporting period.

Cancellation of registration if clearance notice is not in force

If a teacher or authorised person ceases to hold a clearance notice that is in force, the Board may cancel the registration of the teacher or the authorisation relating to the authorised person, without holding an inquiry. The Board may only take those actions after giving the teacher or authorised person reasonable notice of the cancellation and considering any response made by the teacher or authorised person.

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 upon 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. The office of the Board continues to hold information sessions across the Northern Territory to ensure stakeholders are informed of the legislative framework pertaining to their legislative rights and responsibilities.

Process and Timing

With respect to its disciplinary matters, the Board aims to conduct them as quickly as a proper consideration of the subject matter allows. Where possible, the Board will finalise matters within two months of receiving relevant notifications if it has enough information from the notifying authority to do so.

On average, most disciplinary matters undergoing an investigation take about six to eight months to be finalised from the point at which the Board resolves to commence an investigation. Some causes for this time frame 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 who is a 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. As of 30 June 2022, there are ten (10) open inquiry matters being conducted by the Board.

During the reporting period of 1 July 2021 to 30 June 2022, the Board commenced three inquiries. The following Board members were appointed as members for these inquiry committees:

- Professor Greg Shaw;
- Ms Louise Lenzo;
- Mr Gordon Canning; and
- Ms Susanne Fisher.

During the reporting period of 1 July 2021 to 30 June 2022, the Board finalised two inquiries. The following Board members were appointed as members for these inquiry committees:

- Ms Karen Blanchfield;
- Mr Gordon Canning;
- Mr Greg Hauser; and
- Ms Elsabe Bott.

The Board was and is ably assisted by SFNT and private legal counsel for all inquiries matters.

Inquiry Case summaries

In accordance with section 79(2) of the Act, the Board may include case studies of the subject of inquiry hearings in its Annual Report. Below are two case studies of finalised inquiry matters during the 2021-22 year.

Case Study A

The Teacher previously held provisional registration in the Northern Territory. That term of registration expired on 31 December 2020. The Teacher was the subject of an inquiry commenced by the Board on 11 April 2019 following the Board's receipt of information from a number of the Teacher's employers (both current and previous) and Northern Territory Police about the serious concerns they held about the allegations of serious misconduct made about the Teacher's conduct with students and colleagues both in and outside of the school environment, including the Teacher's conduct on social media. The allegations about the Teacher's conduct called into question whether they were a fit and proper person to teach to such an extent that the Board determined that it was in the public interest to hold an inquiry. The inquiry proceedings were protracted due to the complex nature of the matter under consideration, however, the Board ensured that the inquiry committee conducted the matter as efficiently and fairly as possible until its finalisation. On 23 September 2021, the Board received and considered the inquiry committee's report. Taking into account the extensive findings and recommendations made by the inquiry committee, the Board resolved to disqualify the Teacher from teaching in the Northern Territory for a period of five years. Ultimately, the Board found that the Teacher was not a fit and proper person to teach in the Northern Territory.

Case Study B

The Teacher was registered to teach in the Northern Territory and held full registration with a term and expiry date of 31 December 2023. The Teacher was the subject of an inquiry commenced by the Board on 8 August 2019 following the Board's receipt of information from the Teacher's employer and another teacher regulatory authority about the serious concerns they held about the Teacher's competence to teach in accordance with the Standards and whether the Teacher was a fit and proper person to teach in the Northern Territory. Upon considering that information, the Board determined that it was in the public interest to hold an inquiry. The inquiry proceedings were protracted due to the complex nature of the matter under consideration, however, the Board ensured that the inquiry committee conducted the matter as efficiently and fairly as possible until its finalisation. On 23 June 2022, the Board received and considered the inquiry committee's report. Taking into account the extensive findings and recommendations made by the inquiry committee, the Board resolved to cancel the Teacher's registration effective from that date and disqualify the Teacher from teaching in the Northern Territory for a period of 12 months. Ultimately, the Board found that the Teacher was not competent to teach in accordance with the Standards and additionally that the Teacher was not a fit and proper person to teach in the Northern Territory.



Highly Accomplished and Lead Teacher Certification

National Certification

All Australian Education Ministers endorsed the Certification of HALTs in Australia in April 2012. National certification uses 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 HALTs 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 Northern Territory 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 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 2022 (Adelaide).

National HALT Summit 2022

The 6th national HALT Summit that was held in Adelaide on May 13 and 14 was attended by Board staff, Ms Maree Garrigan, Director, and Ms Mek Venes, Quality Teaching Consultant, and seven Northern Territory teachers, one of which attended online. The theme of the summit was **Building Momentum**.

The Summit included keynote presentations and masterclasses from Mr Derek Scott, current Principal/CEO of Haileybury in Melbourne, who is also a member of the ACARA Board and the Quality Initial Teacher Education (QITE) Review panel who provided information and statistics about the number of HALT teachers currently in Australia and addressed ways of raising that number to a target of 10 percent. A policy makers session was run by the Chair of the AITSL Board, Professor John Hattie and the Chair of the QITE Review, Ms Lisa Paul. The session was a forum for discussion concerning the barriers to certification, and how quality teachers can best be recognised in schools. Masterclass sessions were held and all were attended by the Northern Territory delegates. The final session of the Summit was a panel which Casuarina Street Primary School Principal, Ms Renee Lammon, a member of

the AITSL Board, participated. Ms Lammon gave thoughtful and credible responses to the questions posed including from the point of view of a Principal from the Northern Territory and as a formerly certified teacher, with regard to utilising and creating roles for HALTs in schools that are real and impactful, and her gratitude to the principal who believed in her and gave her opportunities.

There is no doubt that the most valuable elements of the Summit, especially as the audience consists mostly of certified teachers, are those that are delivered by HALTs for HALTs. The first speaker was a Lead Teacher from an Adelaide school, with the message for teachers to “find themselves” in the Standards. The speaker’s lead initiative was to enable colleagues to achieve this, and shared many innovative ideas which included superimposing the faces of staff from his school over the photos of guides and resources provided by AITSL.

Building Momentum for HALTs in schools is paramount to the success of certification in the future. The Summit highlighted the low uptake of HALT certification nationally, and presented the clear desire to maintain rigour in certification processes. Further exploration into breaking down the barriers for teachers aspiring to be certified will remain a topic of national conversation. Questions about process changes, the viability of setting targets and engaging HALTs in the framework of discussions around creating success in schools will be ongoing.

Certification information and workshop sessions delivered

During the reporting period, nine HALT information sessions were accessed by 93 participants. All of the information sessions were delivered online.

Ten 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. Stage 2 was discussed in the second workshop. Due to the difficulty schools had in releasing teachers for 2 days it was decided the second workshop would run for two hours after school hours. This would allow all registered participants to attend.

Workshop one:

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

Workshop two:

- Delivered online only
- Length – 2 hours
- Worked through the requirements of Stage 2
- Provided time for a questions and answers

43 teachers were involved in the workshops.

Table 12: Number of HALT information and workshop sessions delivered.

HALT Information and Workshops for Teachers	
Information Session	93
Workshop 1	44
Workshop 2	28

Current Certification

Table 13: Statistics relating to Northern Territory certification 2021-22.

Certification Statistics	
Highly Accomplished Teacher	6
Lead Teacher	9
Withdrew	2
Highly Accomplished Teacher Renewed	3
Lead Teacher Renewed	2
Certification Lapsed	3

* One teacher moved to NSW during the process of undergoing Highly Accomplish certification. To accommodate her, Stage 1 assessment of her application was conducted in the Northern Territory and the New South Wales Education Standards Authority (NESA) conducted Stage 2 at her new school.

Cost

An applicant pays \$1825 (non-refundable). The process to be certified occurs in two stages and the payment for each stage is paid at the point of assessment:

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

10 Year Renewal

Teachers intending to maintain their national certification must apply for renewal of certification after a 5 year fixed period according to the Guide to the Renewal of Certification which can be found on the Board's website. The Northern Territory has teachers required to renew as they approach ten years as a certified teacher.

Consultation was conducted with stakeholders to determine the requirements of renewal at the 10 year mark. 21 stakeholders from the Department of Education, Catholic Education and the Independent sector were involved in the consultation. The consultation respondents were a mix of certified teachers and national trained assessors.

After reviewing the outcome of the consultation the Board decide to implement the following criteria for renewal at the 10-year mark:

- Meet the eligibility requirements
- Submission of renewal documents which includes:
 - Professional practice written statement – 1500 – 3000 words
 - Professional learning written statement – 1500 – 3000 words
 - The details of three to five referees, including the current principal/supervisor or delegate as nominated by the principal/supervisor.
 - Each statement (professional practice and professional learning) requires a minimum of five pieces of supporting evidence (maximum of ten pieces).
 - For those renewing certification at the lead career stage to include a lead statement.
- An onsite visit to conduct an observation of practice and speak with referees including the principal/supervisor or delegate as nominated by the principal/supervisor.

National Assessor Training Program Northern Territory

The Board engaged Cannan Consulting to deliver Assessor training in September 2021. 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.

19 educators representing the Department of Education and Australian Independent Schools Northern Territory committed to this training and 18 of these were successful.

Currently there are 46 trained assessors in the Northern Territory.



Appendix

Acronyms and abbreviations

AfGT	Assessment for Graduate Teachers
AITSL	Australian Institute of Teaching and School Leadership
AMR	Automatic Mutual Recognition
ATRA	Australasian Teacher Regulatory Authorities
ERC	Employer Reference Committee
ITEC	Initial Teacher Education Committee
NESA	NSW Education Standards Authority
CDU	Charles Darwin University
HALT	Highly Accomplished and Lead Teacher
MR Act	<i>Mutual Recognition Act 1992 (Cth)</i>
MRP	Mutual Recognition Principle
NTCAT	Northern Territory Civil and Administrative Tribunal
QTC	Quality Teaching Committee
RATE	Remote Aboriginal Teacher Education
SFNT	Solicitor for the Northern Territory
TfA	Teach for Australia
The Act	<i>Teacher Registration (Northern Territory) Act 2004 (NT)</i>
The Board	Teacher Registration Board of the Northern Territory
The Regulations	<i>Teacher Registration (Northern Territory) Regulations 2004 (NT)</i>
The Standards	The Australian Professional Standards for Teachers
TPA	Teacher Performance Assessment
VET	Vocational Education and Training

Teacher Registration Board of the Northern Territory

