



# Teacher Registration Board of the Northern Territory

Annual Report 2022 - 2023

# Our Report

The 2022-2023 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.

Published by the Teacher Registration Board of the Northern Territory

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ISSN: 2205-9539 (Online)



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 2022-2023  
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 2022 to 30 June 2023, in accordance with section 79 of the *Teacher Registration (Northern Territory) Act 2004 (NT)*.

Yours sincerely



Lorraine Hodgson  
Chairperson  
14 September 2023

# 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
Legend .....	10
Our Strategic Direction.....	11
Strategic Plan 2023-25.....	11
Strategic Vision .....	11
Strategic Values.....	11
Strategic Priorities.....	12
Major projects and initiatives .....	13
Decision-Making Framework.....	13
Quality Teaching Philosophy .....	13
Strategic Plan.....	14
Contributions to National and/or Strategic Initiatives .....	14
Our Governance .....	15
Corporate Governance Structure .....	15
Privacy .....	15
Transparency.....	16
Conflicts of interest.....	16
Our Committees.....	17
Quality Teaching Committee.....	17
Governance.....	17
Purpose of the QTC.....	17
Functions .....	18
Meetings .....	18
Membership .....	18
Work of the QTC.....	19
Employer Reference Committee .....	19
Governance and purpose of the Employer Reference Committee (ERC).....	19

Functions .....	20
Meetings .....	20
ERC Membership .....	20
Initial Teacher Education Committee .....	21
Governance .....	21
Purpose of the ITEC .....	21
Functions .....	21
ITEC Membership .....	22
ITEC Meetings .....	23
Work of the ITEC .....	23
Our Office .....	25
Responsibilities .....	25
Organisational Structure .....	25
Staff of the Office of the Board .....	25
Finance .....	26
Our Engagement .....	27
National Representation .....	27
Stakeholders .....	28
Local Committees and Working Groups .....	28
National Committees and Working Groups .....	29
Australasian Teacher Regulatory Authorities (ATRA) .....	29
Supporting and engaging with teachers .....	31
Our Functions .....	31
Registration .....	31
Registration Fees .....	32
Overview of Applications Assessed .....	32
Registration schedules .....	33
New Registrations .....	34
Demographic profile of teachers in the Northern Territory .....	35
Registration Renewals .....	37
Names Removed from the Register .....	37
Provisional Registration .....	37
Authorisation to Employ an Unregistered Person .....	39
Annual Audit and Compliance .....	41
Audit of Registration Renewals .....	41
Year ending 31 December 2022 .....	41
Disciplinary Proceedings .....	<b>Error! Bookmark not defined.</b>
Complaints statistics .....	43
Notifications from Police & Director of Public Prosecutions .....	43
Employer Notifications .....	44
Notification from another Teacher Registration Authority .....	44

Information from another source .....	44
Registration applications managed by the PCU .....	44
Review of Board decisions .....	44
Cancellation of registration if clearance notice is not in force .....	45
Sexual Offences .....	45
Statutory Rights and Responsibilities .....	45
Process and Timing .....	45
Inquiries.....	45
Inquiry Case summaries .....	46
Highly Accomplished and Lead Teacher Certification.....	48
National Certification.....	48
Implementation of National Certification.....	48
National Representation .....	48
National HALT Summit 2022.....	48
Certification information and workshop sessions delivered .....	49
Current Certification.....	50
Cost.....	50
10 Year Renewal.....	50
National Assessor Training Program Northern Territory.....	51
Appendix .....	52
Acronyms and abbreviations.....	52

## List of Tables

Table 1 – Applications for registration presented to the Board by Schedule.....	34
Table 2 – Number of new teachers registered .....	34
Table 3 – New teachers registered under Mutual Recognition by jurisdiction.....	35
Table 4 – Registered teachers in the Northern Territory by age .....	35
Table 5 – Registered teachers in the Northern Territory by gender .....	36
Table 6 – Registered teachers in the Northern Territory by Schedule .....	36
Table 7 – Registered teachers in the Northern Territory by category of registration.....	37
Table 8 – Number of provisionally registered teachers with registration expiry of 31 December 2022.....	38
Table 9 – Authorisations granted July 2022 – December 2022 .....	40
Table 10 – Authorisations granted from January 2023 – June 2023.....	40
Table 11: Summary of full registration renewal, year ending 31 December 2022.....	42
Table 12: Number of HALT information and workshop sessions delivered.....	50
Table 13: Statistics relating to Northern Territory certification 2022-23. ....	50

# Chairperson's Report



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

Our Board is keenly focused on key national topics that impact school education in the Northern Territory. We are dedicated to boosting the quality of initial teacher education and ensuring better national information sharing. Even though we represent a smaller jurisdiction, our voice is heard on the national stage. As such, we have got strong ties with the Australian Institute of Teaching and School Leadership (AITSL) and the Australasian Teacher Regulatory Authority (ATRA).

It has been imperative to address the ongoing national challenge – the severe shortage of teachers across the country. As a Board, we are deeply concerned about teacher supply, and are actively seeking solutions, liaising with relevant authorities, and advocating for measures to attract and retain teaching talent.

Accompanying our Director, I had the privilege of meeting with the Minister for Education during the reporting period. Our discussions primarily focused on ATRA's response to the Teacher Education Expert Panel report and its impact on initial teacher education, Automatic Mutual Recognition, teacher supply, and registration of early childhood educators.

The Highly Accomplished and Lead Teacher (HALT) certification process and the new National Certification Framework were also discussed with the Minister for Education, with particular attention on the Northern Territory's success in teacher certification. We also advocated for additional staffing resource for the Teacher Registration Board, emphasising the crucial role of the Board in ensuring the safety and education of Northern Territory children and young people.

The Board successfully secured an extension of the current office lease, ensuring that our operations will remain uninterrupted at our present location until the end of December 2024. This extension allows us the stability needed to continue our strategic initiatives and focus on the performance of our functions and priorities.

In our endeavours to streamline our operations and achieve efficiency, we initiated meetings to discuss the development of a new database system for teacher registration. Partnering with the Digital Strategy and Relationships team within the Department of Education, we developed a promising first draft of a Project Charter for a new database. This charter emphasises the risks of neglecting a database upgrade and outlines both tangible and intangible benefits of this technological advancement. While we have an arduous journey ahead, it is reassuring to see a tangible plan for progression.

It has been pleasing to see the office of the Board staff, including the Director, provide face to face and online professional learning for school principals, teachers, and HALTs across the Northern Territory.

In closing, I would like to acknowledge the remarkable dedication and teamwork demonstrated by everyone involved. My heartfelt thanks go to the Board members and our diligent office staff for their consistent efforts. While we do anticipate challenges ahead, I am confident that, with our combined effort and clear direction, we will continue to make strides and achieve our goals.

**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 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. The Board makes these decisions based on whether a person holds the required qualifications for registration 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 in the Northern Territory.

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 regulating the teaching profession, and supporting, promoting, and embedding quality teaching and educational leadership in the teaching profession.

## Functions of the Board

### Registration of Teachers

The Board ensures 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 as teachers, 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*, 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 accredits initial teacher education courses and liaises 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. The Board may also prosecute teachers and employers for offences set out in the Act.

### Quality Teaching

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

### Professional Standards & Ethics

The Board develops and approves 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 specified in section 7(1) of the Act and are representative of the Government, Independent and Catholic school sector, education 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 of 30 June 2023, membership of the Board comprised of:

<b>Member Name</b>	<b>Term Expiry</b>	<b>Position</b>
Lorraine Hodgson <a href="#">Chairperson</a>	<a href="#">October 2024</a>	Teacher nominated by Professional Teachers' Association of the Northern Territory
Susanne Fisher <a href="#">Deputy Chair</a>	<a href="#">October 2024</a>	Teacher nominated by the Northern Territory Principals' Association
Joe Hewett	<a href="#">October 2026</a>	Person nominated by the Chief Executive of the Department of Education
Shane Donohue	<a href="#">October 2026</a>	Educator nominated by the Catholic Education Office
Greg Hauser	<a href="#">October 2024</a>	Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education
Ruth Wallace	<a href="#">October 2026</a>	Educator nominated by Charles Darwin University
Danielle Schmidt	<a href="#">October 2024</a>	Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union
Vacant	<a href="#">October 2026</a>	Educator nominated by the Batchelor Institute of Indigenous Tertiary Education
Gordon Canning	<a href="#">October 2026</a>	Teacher nominated by the Northern Territory Branch of the Australian Education Union
Marisa Boscato	<a href="#">October 2026</a>	Person nominated by the Northern Territory Council of Government School Organisations
Vacant	<a href="#">October 2024</a>	Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union
Joel van Bentum	<a href="#">October 2024</a>	Educator nominated by the Association of Independent Schools of the Northern Territory

## Board decision making

The Board is a Northern Territory statutory, quasi-judicial body, and as such, Board members 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. The Board utilises a decision-making framework, based on administrative law principles and best-practice, to guide its 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.
- 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 May 2023.

## Board Meetings

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

MEETING	DATE	VENUE	DURATION
1	4 August 2022	Videoconference	2 hours
2	15 September 2022	Darwin	Full day
3	27 October 2022	Darwin	2 hours
4	12 December 2022	Videoconference	Full day
5	19 January 2023	Videoconference	2 hours
6	2 March 2023	Darwin	Full day
7	6 April 2023	Darwin	Full day
8	18 May 2023	Videoconference	Afternoon
9	22 June 2023	All Day	Full day

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

MEETING	DATE	METHOD	DURATION
1	18 August 2022	Written resolution	2 days for response
2	21 September 2022	Written resolution	2 days for response
3	21 December 2022	Written resolution	2 days for response

## Board Member official travel

The following table represents the official travel conducted by Board members in 2022-23 to attend all-day, face to face Board meetings in Darwin.

Board Member	Travel route	Number of meetings
Marisa Boscato	Alice Springs/return	1
Danielle Schmidt	Borroloola/return	1
Joe Hewett	Galiwin'ku /return	1

# Meeting Attendance

Nominating Organisation	Board Member	Aug-22	Sep-22	Oct-22	Dec-22	Jan-23	Mar-23	Apr-23	May-23	Jun-23
Chief Executive of the Department of Education	Lorraine Evans									
	Joe Hewett					A		A	P	
Northern Territory Branch of the Australian Education Union	Danielle Schmidt			A	A	P		P		
Northern Territory Branch of the Australian Education Union	Gordon Canning									
Chief Executive of the Department of Education	Greg Hauser			A						
Northern Territory Principals' Association Incorporated	Susanne Fisher	A		A						
Association of Independent Schools of the NT	Joel Van Bentum				A		P		P	
Charles Darwin University	Greg Shaw	A	A							
	Ruth Wallace				A				P	
Catholic Education Office	Jacqui Langdon	A	A							
	Shane Donohue						A		A	
Queensland and Northern Territory Branch of the Independent Education Union	Louise Lenzo									
	Justin Zammit*		A	P	A	A	A		P	P
Batchelor Institute of Indigenous Tertiary Education	Michele Willsher		A							
	Janine Oldfield					A			*	*
Northern Territory Council of Government School Organisations	Marisa Boscato					A				
Professional Teachers' Association of the Northern Territory	Lorraine Hodgson							A	A	A

Legend					
Attended	Absent	Partially attended	Term end/ not started	Approved leave	Position vacant
	A	P			*

# Our Strategic Direction

## Strategic Plan 2023-25

The Strategic Plan 2023-25 sets the Board's vision, values, strategic priorities, objectives, and actions of the Board. It is based on the requirements of the Act, the functions of the Board, and current local and national drivers for change within the quality and regulation of the teaching workforce.

## Strategic Vision

Public confidence in the Northern Territory teaching profession, through quality regulation, in the best interests of children's education.

## Strategic Values



# VALUES

### Child Centered

We operate in the best interests of children and young people, with child safety and learning being a paramount consideration.

### Collaborative

We work in partnership with others and seek to understand and embrace their perspective.

### Inclusive

We embrace the diversity of the NT teaching profession, and respect Aboriginal cultures, histories, languages and learnings.

### Improvement

We work with the profession to grow the capabilities of NT teachers.

### Integrity

We are an accountable, honest and ethical decision-maker.

# Strategic Priorities

The Strategic Plan 2023-25 focuses on the following strategic priorities:

We are forward-thinking and seek opportunities for improvement and change.



We harness our uniqueness, and we promote and support teachers to enter, remain and develop in the NT teaching profession



We treat the teaching profession and the community as our partners, and we welcome all reciprocal learning opportunities



We act in the best interests of children and young people and implement a risk-based approach to keeping children and young people safe and learning in schools



We are a confident and contemporary regulator with positive influence over the teaching profession.



## Major projects and initiatives

### Decision-Making Framework

The Decision-Making Framework (the Framework) was developed in the process of identifying the policy priorities from the Board's amended legislative framework.

In the process of developing the governance document priorities for the Board, it was identified that a framework for the Board's decision-making processes was required. In September 2022, the Board approved the Decision-Making Framework.

The Framework provides the foundation upon which the Board makes decisions about teacher registrations and authorisations in the Northern Territory, including granting registrations, granting authorisations, renewing registrations and in disciplinary proceedings. The Board is established to make decisions about whether to grant, maintain, or cease, a person's teacher registration under the Act. The Board makes these decisions based on whether a person holds the right qualifications and experience, is fit and proper, and is competent to teach.

The Framework was developed by the Board in recognition of its regulatory responsibilities and is in line with administrative law principles. The Board knows the high-level of responsibility teachers have for children's safety and learning and believes that the community must be able to trust the teaching profession to work safely and appropriately with children.

The Framework requires the Board to consider all decisions pertaining to teacher registration through a lens of risk, protective factors and needs of teachers to determine the best course of action. It cements the Board as an independent decision-maker and focuses on child safety and the best interests of children.

### Quality Teaching Philosophy

The Quality Teaching Philosophy was developed in the process of identifying the policy priorities from the Board's amended legislative framework.

The term "Quality Teaching" is contained within the Act and in many of the Board's documents, statements, and within its organisational structure.

There are few examples in the literature of a definition of quality teaching, and the Board's legislation and existing governance documents do not define the term.

The Board recognised that "Quality" is not a measurable term and is open to interpretation. The purpose of the Philosophy was to ensure that the teaching profession could understand what we, as the Board, mean when we use the term Quality Teaching.

The Board identified that a philosophy statement regarding quality teaching was needed, to guide and inform the Board's quality teaching initiatives and practices. The Quality Teaching Philosophy was developed during 2022 in consultation with the Board's committees and external stakeholders and was approved by the Board in October 2022.

The vision of the Quality Teaching Philosophy is that Territory children have teachers who nurture safety and learning, are connected with their profession, and committed to continuous improvement. The Quality Teaching Philosophy is published on the Board's website.

## Strategic Plan

The previous Teacher Registration Board of the Northern Territory Strategic Plan had been extended in duration and expired in 2022.

Consultation on the review of the Strategic Plan and development of a new Strategic Plan was conducted with the Board from XXXX until December 2022, with the final Strategic Plan 2023-25 being approved by the Board in March 2023.

The Strategic Plan 2023-25 recognises the Board's need to respond to the growing community expectations of the teaching profession, and to ensure the teaching profession in the Northern Territory is respected for its crucial role in delivering excellence in education.

The Strategic Plan 2023-25 contains five new priority areas for the Board: Safety, Growth, Responsiveness, Connection, and Innovation. These priority areas were chosen based on the Board's legislative framework, national reviews, plans and frameworks and upcoming strategies and actions related to the teaching profession.

The Strategic Plan 2023-25 outlines the Board's vision, values, priorities, objectives, and actions, and aligns with the broader goals and objectives of government and the national agenda for the regulation of the teaching profession. The Strategic Plan 2023-25 is published on the Board's website.

## Contributions to National and/or Strategic Initiatives

In July 2022, the Board contributed, via the ATRA Professional Conduct and Legal Working Group to the development of a Memorandum of Understanding (MoU) for information sharing between Australian Teacher Regulatory Authorities (ATRAs). In December 2022, the Board signed the information sharing MoU. The MoU was established between the ATRAs to meet regulatory obligations under various State and Territory legislation and applies to sharing information relative to teachers moving from one jurisdiction to another, using either Mutual Recognition or Automatic Mutual Recognition under Parts 3 and 3A of the *Mutual Recognition Act 1992* (Cth).

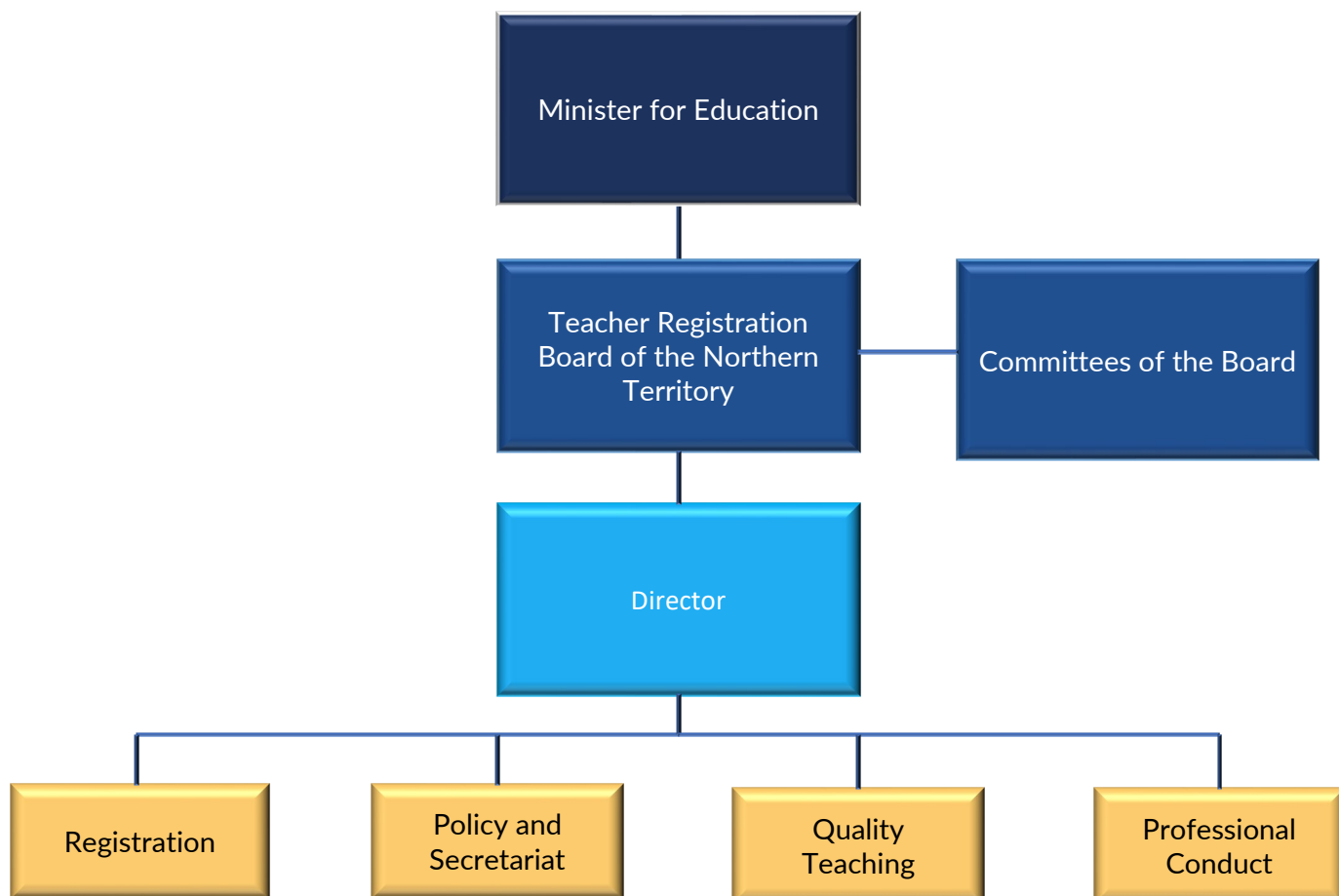
The Board worked with its ATRA colleagues to develop the responsibilities and overarching purpose of an ATRA Executive Officer role. This included establishing a Memorandum of Understanding. The designated responsibilities for this role range from secretariat tasks to research, analysis, strategic advice around key national issues, and the management of the upcoming IFTRA 2024 conference. Each jurisdiction contributed financially to the funding of this position, with contributions proportionate to the number of teachers registered by State or Territory. The Board's contribution is commensurate to 1% of Australia's total teacher registration numbers.

The Director of the Board was appointed as an external member on the Occupational Violence and Aggression in Schools Reform Committee (the Committee). The Committee was established to fulfil Recommendation 1 of the report of the Positive Behaviour and Occupational Violence in Schools Taskforce, titled Occupational Violence and Aggression in Northern Territory Government Schools: The Positive Behaviour and Occupational Violence in Schools Taskforce Report (the Taskforce report), handed down on 24 October 2022. The committee is chaired by an Executive of the Department of Education and is responsible for facilitating the implementation of recommendations of the Taskforce report. The Director's position on the Committee is advisory in nature.

# 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.

## Privacy

The Board operates in accordance with the requirements of the *Information Act 2002* (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 adopts an open and transparent approach to reporting on its 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 aware 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, Board members do not represent those organisations while acting in their position on the Board; and when performing functions as a member of the Board, members must uphold the interests of the Board.

To ensure proper governance and record keeping, disclosures of interest are recorded in a Board paper for each meeting, and then in the minutes of each Board meeting in which the matter is considered and the conflict arises.

During the reporting period, 72 disclosures of interest were made by Board members in relation to matters requiring deliberation or a decision by the Board in meetings held throughout 2022-23. Some matters with related disclosures of interest were heard on more than one occasion during the reporting period.

## 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 maintaining 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 2023 included:

<b>Member Name</b>	<b>Professional Position</b>
Donna Marie Davies <a href="#">Chairperson</a>	Relief and contract teacher
Danielle Schmidt <a href="#">Board Member</a>	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
Holly Supple-Gurruwiwi	Classroom Teacher
Shirley Worsfold	Classroom Teacher
Tanika Collins	Classroom Teacher
Tim O'Sullivan	Assistant Principal

## Work of the QTC

All meetings were held through mixed mode of online and face-to-face allowing for members to participate without travel.

Enabling the availability of information is a focus for the Board), and the QTC were engaged to provide insight and support as to how the Board can improve in its forward-facing communication and information strategies to ensure all relevant stakeholders have easy access to comprehensive and up-to-date information.

The QTC have provided valuable insights and recommendations with regards to national and local policy reforms as a key stakeholder to the Board. By offering their well-informed perspectives in the areas of quality teaching, the committee have a focus moving forward in the areas of professional development, communications through social media and professional development.

## Employer Reference Committee

### Governance and purpose of the Employer Reference Committee (ERC)

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 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.

The ERC stands as a key consultation and information-sharing body for progressing all employer matters relating to registrations and authorisations, national certification of Highly Accomplished and Lead Teachers, professional conduct, competence of teachers and compliance.

## Functions

The function of the ERC is to provide specialist 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.
- Assessing and providing advice to the Board on risk and risk management.

## Meetings

Three committee meetings were held during 2022 – 2023:



## ERC Membership

The membership of ERC as of 30 June 2023 is as follows:

Member Name	Position
Lorraine Hodgson Chairperson Board Member	Board member
Greg Hauser	Board member
Maree Garrigan	Director, Teacher Registration Board
Paul Greaves	Catholic Education Northern Territory
Romane Abell	Department of Education
Cheryl Salter	Association of Independent Schools Northern Territory
Glynnis Few	Christian Schools Association Northern Territory

## Work of the ERC

- The current national teacher shortage and its impact on schools and current staffing levels. This involved providing advice on the increasing number of authorisations.
- Renewal of Registration and the audit process.
- The introduction of a VET category for authorisations. This was in response to the 2018 National Review of Teacher Registration and the significant challenges related to VET delivery in schools.
- Consultation on Board governance documents.

- Highly Accomplished and Lead Teacher 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 the Manager Professional Conduct.
- The continuation of the pilot program which engages fourth year pre-service teachers through an internship process in partnership with employers, Charles Darwin University and other higher education providers which uses the Authority to Employ an unregistered teacher process of the Board (to allow them to teach in the classroom).

## 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.

### Purpose of the ITEC

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

### Functions

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

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

The ITEC performs the following functions:

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

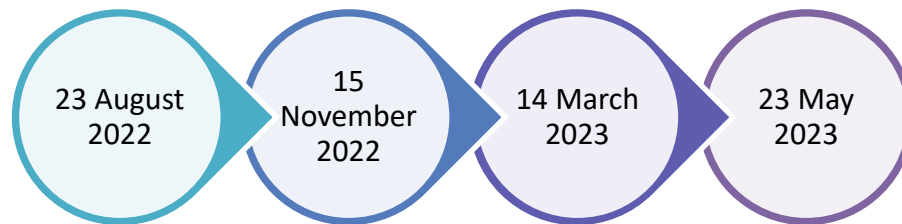
The membership of ITEC as of 30 June 2023 is as follows:

Member Name	Professional position
<b>Claire Bartlett</b> Chairperson	Charles Darwin University <i>Academic Director of Education Placements</i>
<b>Justin Zammit</b> Board member	Board Member
<b>Mek Venes</b>	Office of the Teacher Registration Board <i>Manager, Quality Teaching Team</i>
<b>Joanne Butler</b>	Department of Education – Primary <i>Senior Teacher – Early Childhood, Nakara Primary School</i>
<b>Kylie Murphy</b>	Department of Education – Secondary <i>Assistant Principal, Northern Territory School of Distance Education</i>
<b>Janine Matheson</b>	Department of Education <i>Teacher Pipeline Coordinator</i>
<b>Sarah Davis</b>	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>
<b>Rebecca Dimmock</b>	Association of Independent Schools Northern Territory – Secondary <i>Assistant Principal, Marrara Christian College</i>
<b>Michelle Garbutt</b>	Catholic Education Northern Territory – Primary <i>Principal consultant, Catholic Education Northern Territory</i>
<b>Angela Hollis</b>	<b>Catholic Education Northern Territory – Secondary</b> <b><i>Certified Highly Accomplished Teacher, O’Loughlin Catholic College</i></b>
<b>Sally Knipe</b>	Charles Darwin University – Associate <i>Dean of the College of Learning Futures</i>
<b>Sherri Byers</b>	Catholic Education Office <i>Manager of Aboriginal and Islander Education</i>
<b>Emma Saxton</b>	Charles Darwin University <i>Lecturer</i>



## ITEC Meetings

Four ITEC meetings were held during the reporting period.



## Work of the ITEC

### Charles Darwin University (CDU)

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

CDU put forward three Master of Teaching courses to be accredited in this year. This included:

- Master of Teaching: Early Childhood and Primary
- Master of Teaching Primary
- Master of Teaching Secondary

This involved two accreditation panels being held with one panel jointly accrediting the Early Childhood/Primary and Primary course and another panel accrediting the secondary course. Courses were accredited using the Standards and Procedures. All courses were successfully accredited and implemented in January 2023.

In conjunction with the 3 Master of Teaching courses, CDU provides the following initial teacher education courses:

<b>Course title</b>	<b>Bachelor or Education Early Childhood Teaching</b>
<b>Description</b>	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 the qualification is an advantage to both the graduate and employer in the context of fluctuating enrolments of different age cohorts and mobility of staff.
<b>Type of course</b>	Undergraduate
<b>Years</b>	Four
<b>Stage of schooling</b>	Early Childhood and Primary
<b>Accreditation Due</b>	December 2024

<b>Course title</b>	<b>Bachelor of Education (Primary)</b>
<b>Description</b>	Course encompasses Primary specialisation, and is theoretical and practical, providing a 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.
<b>Type of course</b>	Undergraduate
<b>Years</b>	Four
<b>Stage of schooling</b>	Primary
<b>Accreditation Due</b>	December 2023



<b>Course title</b>	<b>Bachelor of Education (Secondary)</b>
<b>Description</b>	Course comprises of innovative Secondary school focused program – including theory and practice, designed to produce teacher education graduates who are classroom ready. Grounded in principles of effective teaching and learning, and commitment to meeting and/or exceeding standards provided by Australian Institute for Teaching and School Leadership for initial teacher education programs.
<b>Type of course</b>	Undergraduate
<b>Years</b>	Four
<b>Stage of schooling</b>	Secondary
<b>Accreditation Due</b>	December 2023

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.

### Annual Data Collection

CDU provided their data as required in August 2022. ITEC assisted the Board to contribute to a national solution in collaboration with AITSL to some of the initial issues with sourcing and presenting robust data, and in clarifying data ownership and interpretation. ITEC will continue this work, including contributing to national policy in this regard.

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

The Guidelines for Accreditation of Initial Teacher Education 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 of 30 June 2023, the following number of national trained panel members were operating in the Northern Territory:

41 – Stage 1	35 – Stage 2	12 – Panel Chairs
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The Northern Territory was represented as interstate panellists on 4 panels.

### Accelerated Classroom Teacher Practice Program Extension Course

The implementation of the pilot for this program which began in Term 2, 2022 continued for the rest of 2022 and was implemented fully in 2023. This has provided a much-needed injection of teachers to help combat the current national shortage. Nine teachers accessed the program in 2022 and 14 teachers accessed the program in the first half of 2023.

# Our Office

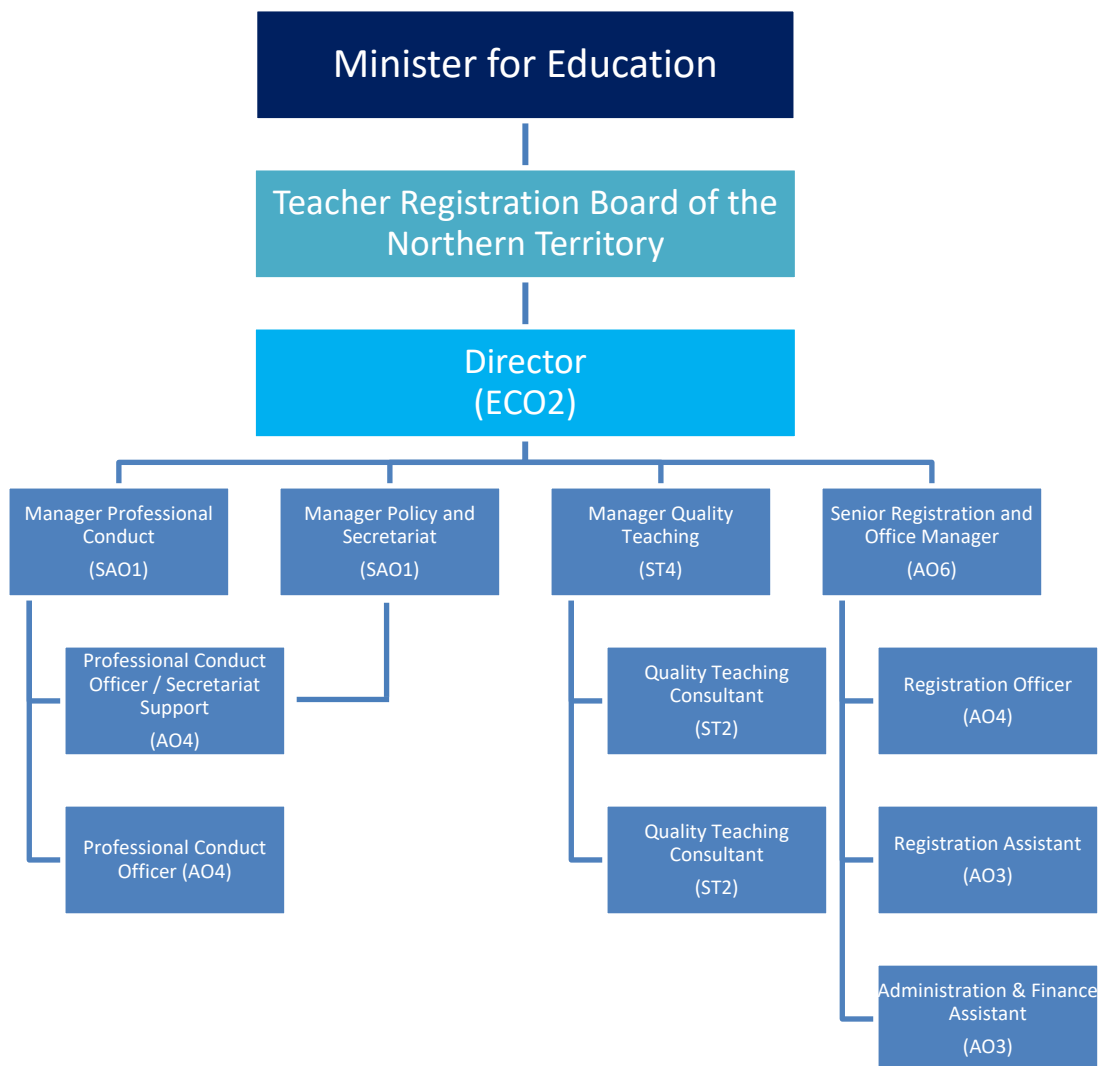
## Responsibilities

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

<b>Director</b>	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.
<b>Manager, Quality Teaching</b>	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.
<b>Quality Teaching Consultants</b>	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.
<b>Manager, Professional Conduct</b>	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.
<b>Professional Conduct Officer</b>	Responsible for providing administrative support for the Professional Conduct Unit, including support for notifications, preliminary investigations, complaints and inquiries and other matters as assigned.
<b>Professional Conduct / Secretariat Support Officer</b>	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.
<b>Manager, Policy and Secretariat</b>	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.
<b>Senior Registration and Office Manager</b>	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.
<b>Registration Officer</b>	Responsible for assisting with all aspects of the processes for registering teachers in the Northern Territory.
<b>Registration Assistant</b>	Responsible for assisting in all processes for registering teachers and undertaking reception duties.
<b>Administration and Finance Officer</b>	Responsible for providing administrative and financial support and assisting the processes for registering teachers in the Northern Territory.

## 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 2022-2023 was approximately \$579,040 (including HALT fees of \$17,400). These figures represent a decrease of \$128,739 from the approximate \$707,779 (including HALT fees of \$33,400) received by the Board in the 2021-2022 reporting period.

A breakdown of the Board’s budget for 2022-2023 is as follows:

	Budget	Actual	Variance
Employee wages	1,617,000	1,612,000	5,000
Operational expenditure	233,000	284,000	-51,000
Total Rounded	1,850,000	1,896,000	-46,000
HALT National Certification	37,000	-17,000	20,000
Grants and Subsidies			
Australian Institute for Teaching and School Leadership	0	3,000	-3,000
NT HALT Forum	50,000	-31,000	19,000
Relief Teachers less than 15 days	5,000	0	5000

### Grants

In 2022-23, the Board received a grant of \$50,000 for the Highly Accomplished and Lead Teacher Forum.

### 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
- Professional Learning and Standards Group
- Automatic Mutual Recognition Working Group
- Teacher Quality and Regulatory Forum
- DSE Reference Group: Disability Strategy

## 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 (NT)
- Charles Darwin University
- Batchelor Institute of Indigenous Tertiary Education
- Catholic Education Office of the Northern Territory
- Department of Education
- Professional Teachers' Association of the Northern Territory
- 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
- Education Council of Aotearoa New Zealand

### **Other**

- Northern Territory Christian Schools
- Teachers (government and non-government)
- Principals (government and non-government)
- School communities
- Australian Institute for Teaching and School Leadership
- Australasian Teacher Regulatory Authorities
- SafeNT
- Northern Territory Police
- Solicitor for the Northern Territory
- Northern Territory Public Prosecutions
- Tertiary Education Quality and Standards Agency
- Council of Deans of Education
- Teach for Australia
- Australian Children's Education & Care Quality Authority
- Non-Government Schools Ministerial Advisory Council

## Local Committees and Working Groups

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

- Remote Aboriginal Teacher Education (RATE) Steering Committee.
- RATE Working Group.
- Charles Darwin University/Teacher Registration Board/Department of Education Collaborative Working Group.

- Quality Teaching Education Reference Group.
- Northern Territory Board of Studies.
- Positive Behaviour and Occupational Violence in Schools Taskforce.
- Teaching Schools Strategic Management Committee.

## National Committees and Working Groups

### Australasian Teacher Regulatory Authorities (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

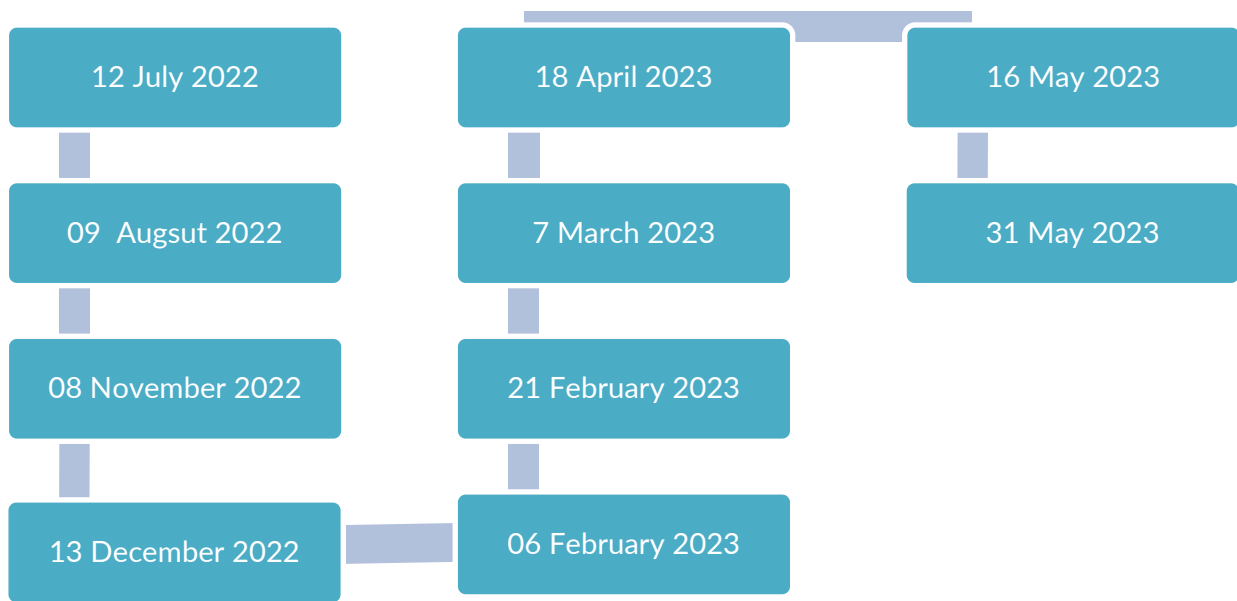
Regular network meetings across key areas of regulation and nationally consistent processes provide an opportunity for members to access valuable networking and working forums.

The following networks were active during 2022-2023.

- Teacher Quality and Regulatory Forum (4 online meetings).
- Certification Authority Network, with a video conference meeting held on 13 September 2022.
- Executive Officers for Initial Teacher Education Network (4 online meetings).
- Professional Learning and Standards Network (3 online meetings).
- Professional Conduct and Legal Network (6 online meetings).
- Registration Network (2 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:





## 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.

The Quality Teaching Team have faced significant staff shortages during the reporting term, which has resulted in a diminished capacity to engage with stakeholders in a significant way.

Beyond the broad support provided to stakeholders regarding registration, authorisation, professional conduct, and national certification, the office of the Board provided the following workshops to stakeholders:



## Our Functions

### Registration

The minimum qualification requirements for registration are met by applicants who have completed four years, or a combination thereof, of full-time study at a higher education institution, which includes completion of an accredited or approved initial teacher education course of at least one-year duration. Applicants must also demonstrate they are able to teach in accordance with the Australian Professional Standards for Teachers, are proficient in the English language, and that they are a fit and proper person.

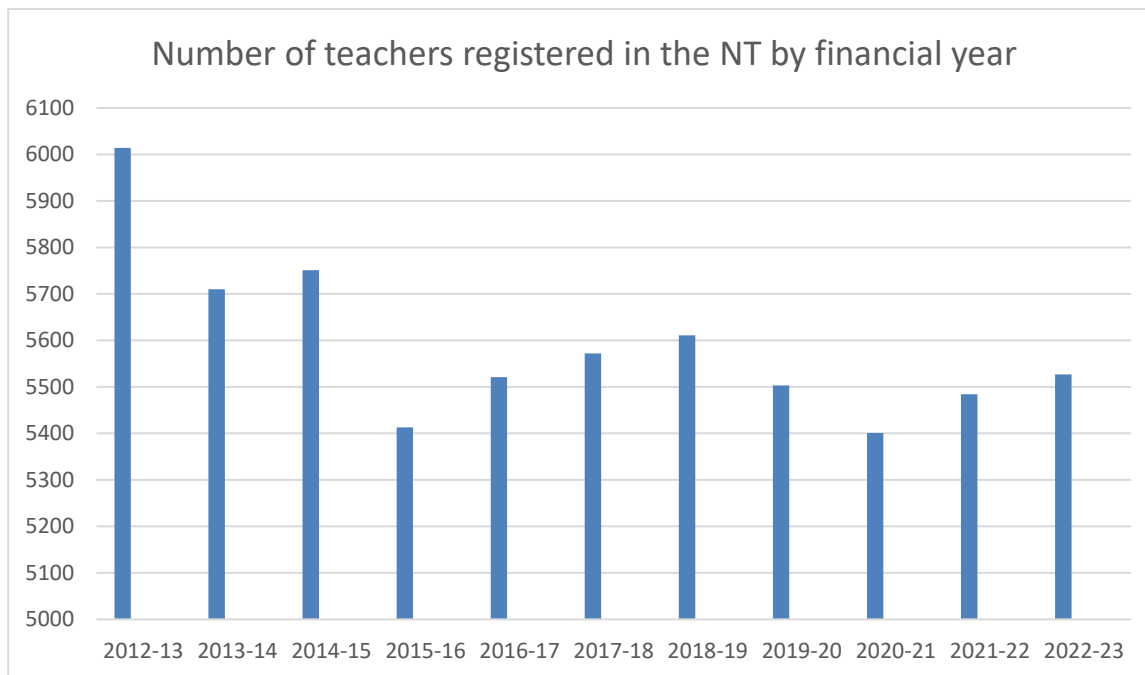
In certain circumstances, employers are granted authority to employ persons as teachers who do not meet the minimum qualification requirements for registration, where the Board is satisfied the person is competent and fit and proper to teach and will be appropriately supervised to ensure learning outcomes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



## Registration Fees

The annual registration fee for the 2022-2023 financial year was \$95.00 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.

There were 5527 teachers registered in the Northern Territory in the 2022-23 period. This is an increase of 43 teachers compared to the last financial year. Teacher registration numbers for the last 10 years are represented in the graph below.



## Overview of Applications Assessed

The office of the Board assesses applications for registration under the provisions of the Act, and where relevant, the *Mutual Recognition Act 1992 (Cth)* and *Trans-Tasman Mutual Recognition Act 1997 (Cth)*.

A total of 852 applications were assessed this financial year, the majority under the principle of mutual recognition and the relevant provisions in the *Mutual Recognition Act 1992 (Cth)*. In assessing applications for registration, the Board was presented with 48 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 48 instances are recorded below in Table 2, only 47 were granted registration by the Board, the Schedule H status changes to the relevant Schedule (for example, Schedule A, B or R, not granted or deferred). Table 3 is therefore a true representation of the number of new teachers registered in 2022-23.

In addition to the applications assessed for new applicants, 513 other applications for registration were submitted by registered teachers and assessed this financial year. This comprised of 205 applications from provisionally registered teachers who were seeking to transition to full registration, 53 applications for provisionally registered teachers applying to renew their term of provisional registration (for another two years), and 255 applications for registered teachers applying for renewal of their full registration.

## Of all registered teachers, as of 30 June 2023:



24% were born overseas.



7% hold an overseas teaching qualification.



4% identify as Aboriginal or Torres Strait Islander\*



42% came from interstate.



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

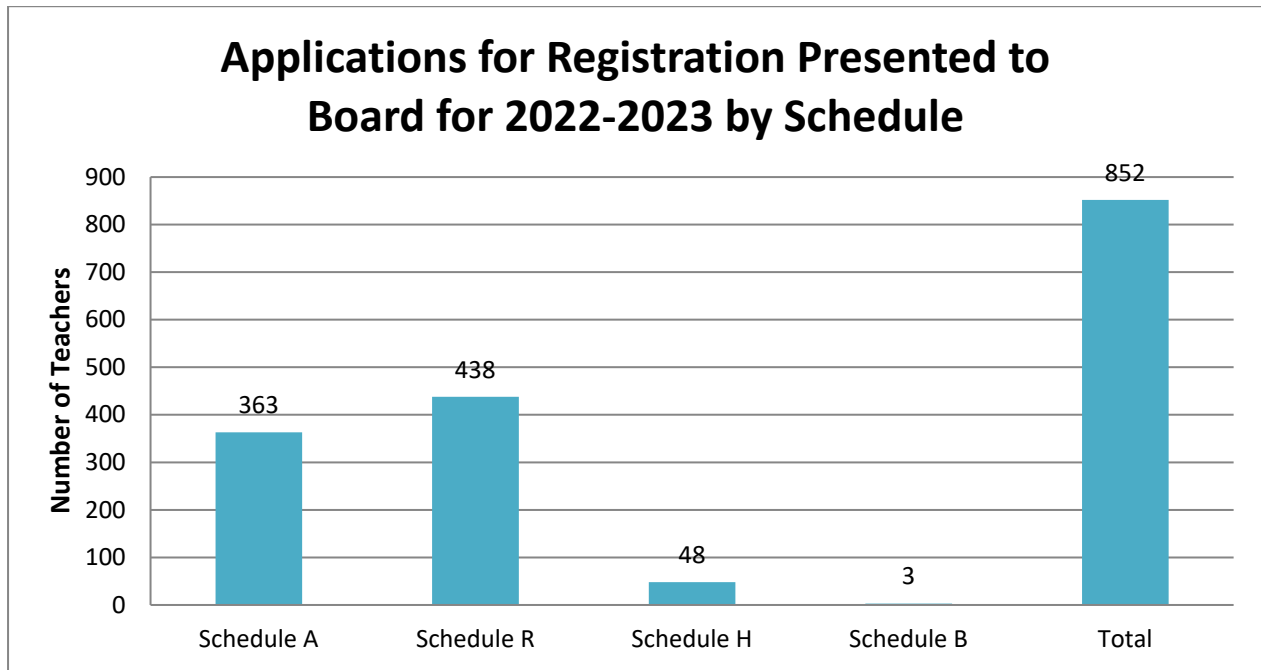
\*371 registered teachers did not disclose this information

## Registration schedules

The Board considers applications for registration in accordance with the following schedules.

<b>Schedule A (registration)</b>	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.
<b>Schedule B (registration)</b>	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.
<b>Schedule R (registration)</b>	Existing registration with an Australian or the New Zealand registration authority. Applicants in this schedule applied for registration under MRP.
<b>Schedule H (registration)</b>	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).
<b>Schedule T (authorisation)</b>	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 2022-23, there were 851 new teachers registered in the Northern Territory. The largest cohort of applicants applying under the mutual recognition principle held registration with the Victorian Institute of Teaching. There were 136 new graduates from CDU registered as teachers.

Table 2 – Number of new teachers registered.

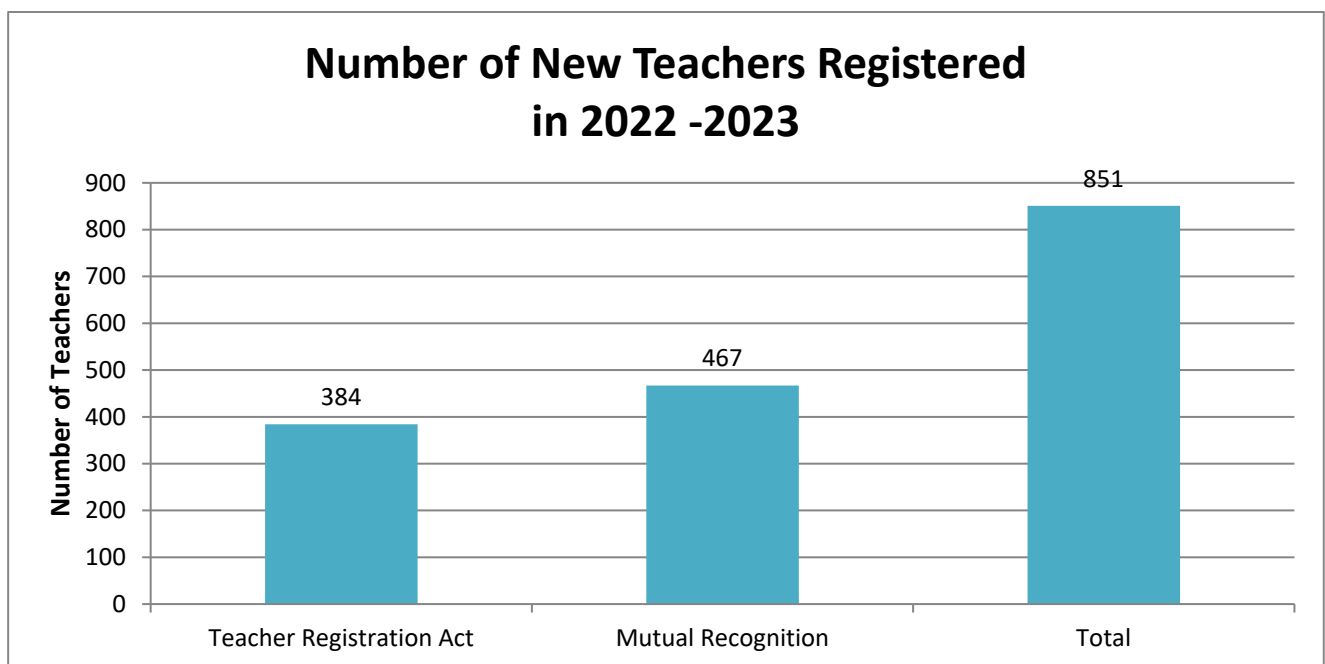
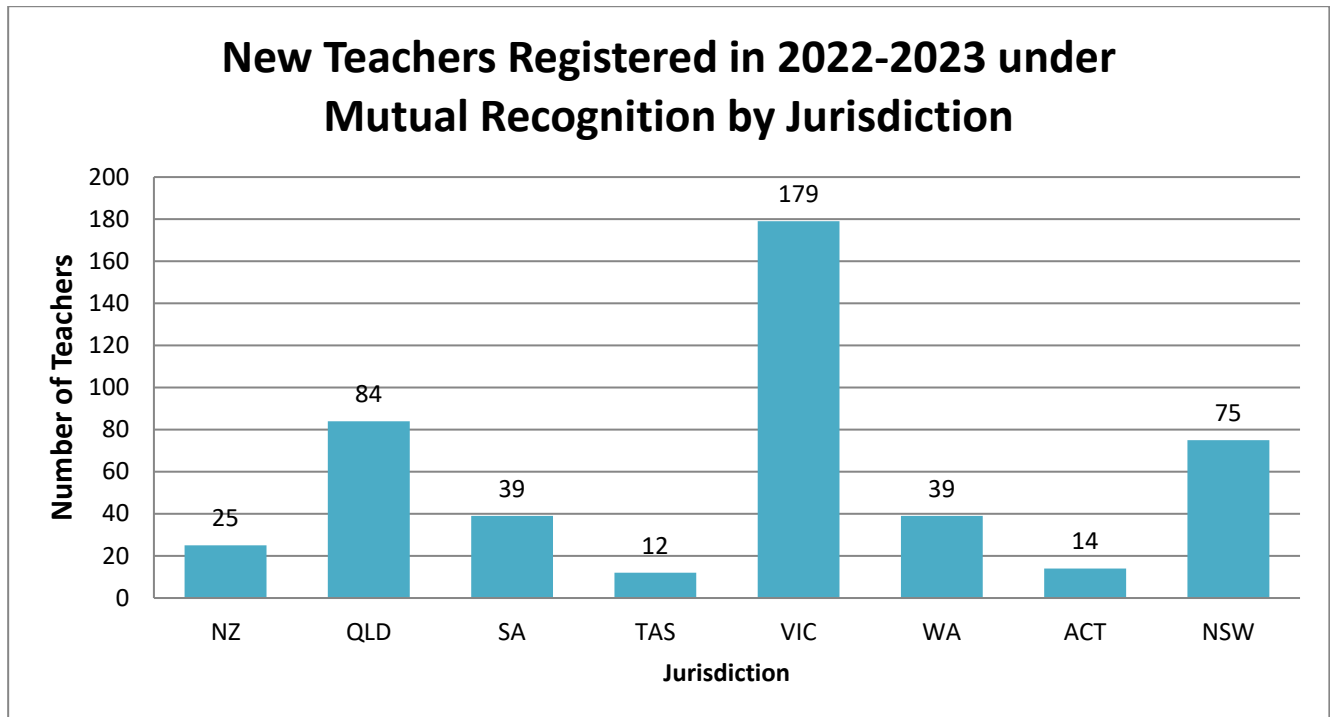


Table 3 – New teachers registered under Mutual Recognition by jurisdiction.



## 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

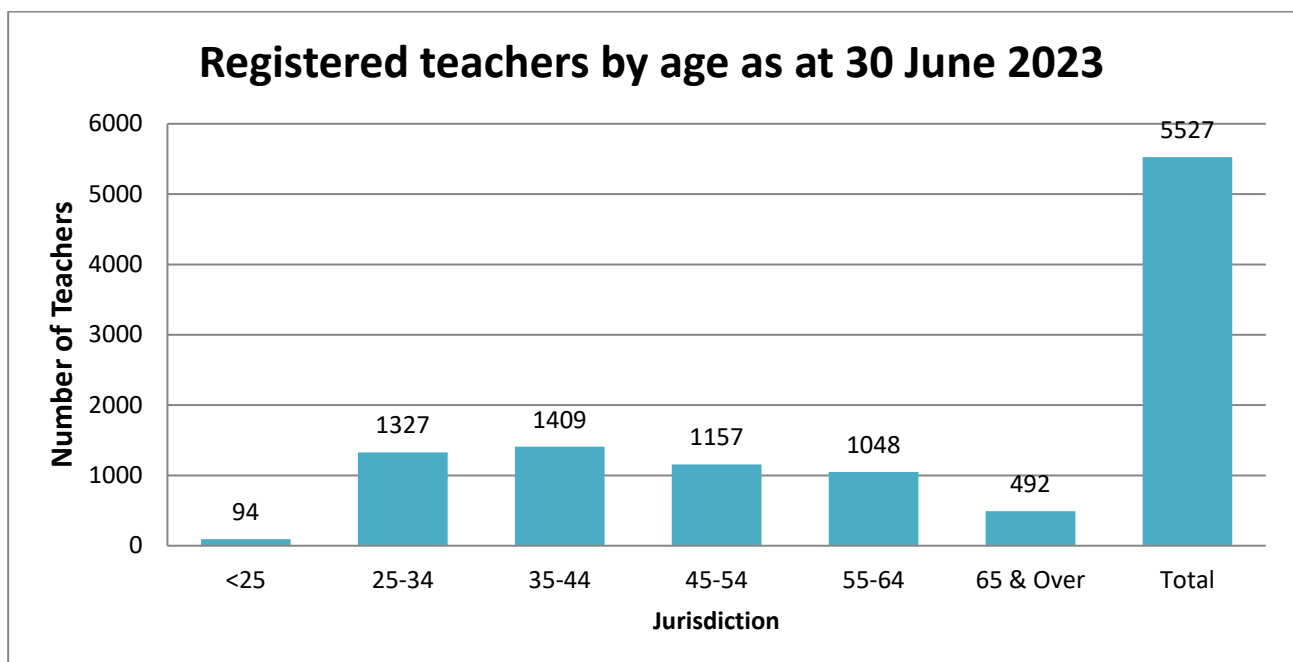


Table 5 – Registered teachers in the Northern Territory by gender

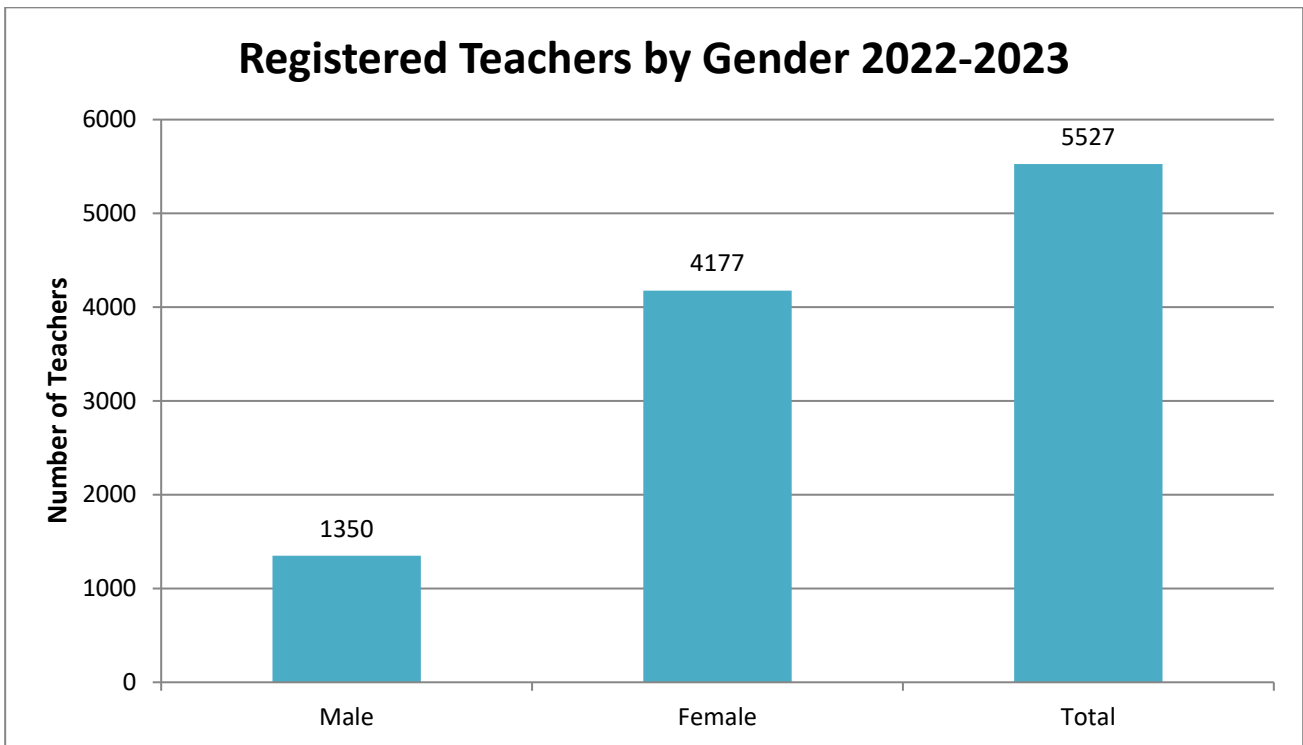


Table 6 – Registered teachers in the Northern Territory by Schedule

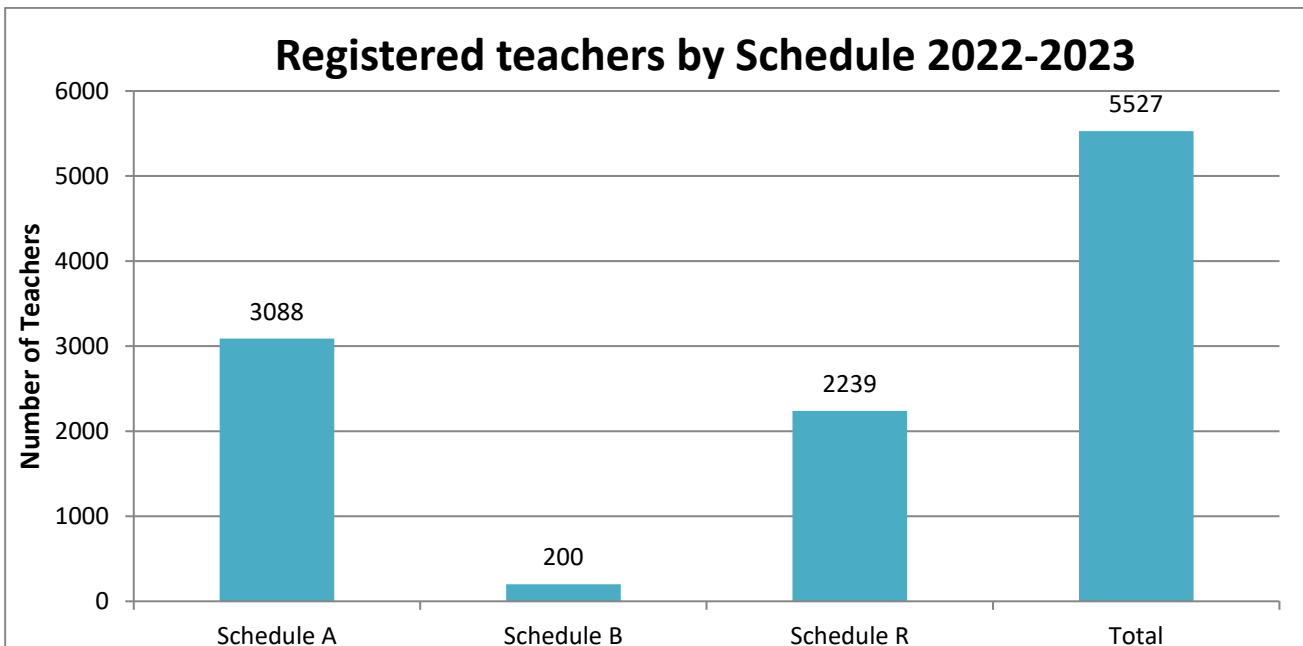
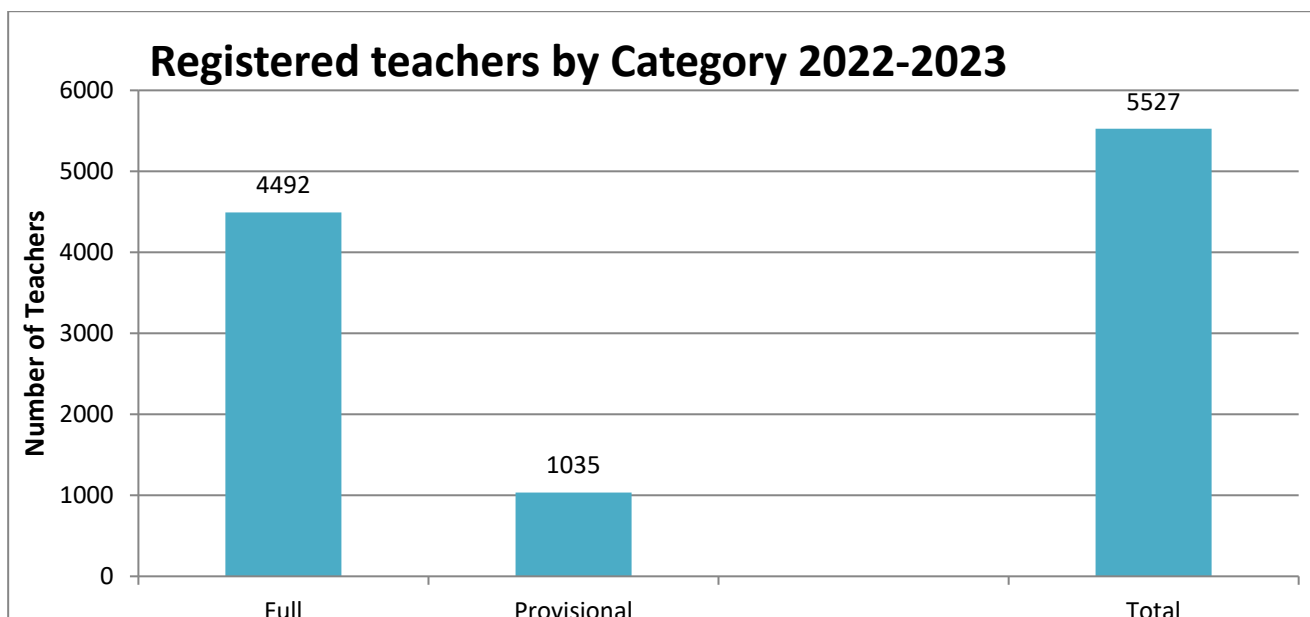


Table 7 – Registered teachers in the Northern Territory by category of registration



## Registration Renewals

195 provisionally registered teachers were due to either renew their term of provisional registration, or transition to full registration, by 31 December 2022. Of the 198, 52 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2024. The remaining 143 teachers either transitioned to full registration, or their registration lapsed.

338 fully registered teachers completed their five-year cycle of registration on 31 December 2022. Of these, 85 teachers did not apply to renew and their registration lapsed.

Of the 252 teachers who applied to renew their five-year term of registration, 250 were granted full registration for a further five years, 2 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 names of two deceased teachers were removed from the Register of Teachers in 2022-2023.

## Provisional Registration

In 2022, 195 provisionally registered teachers were due to complete their three-year term of registration. Of these, 52 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2024. 143 teachers either transitioned to full registration or let their registration lapse.

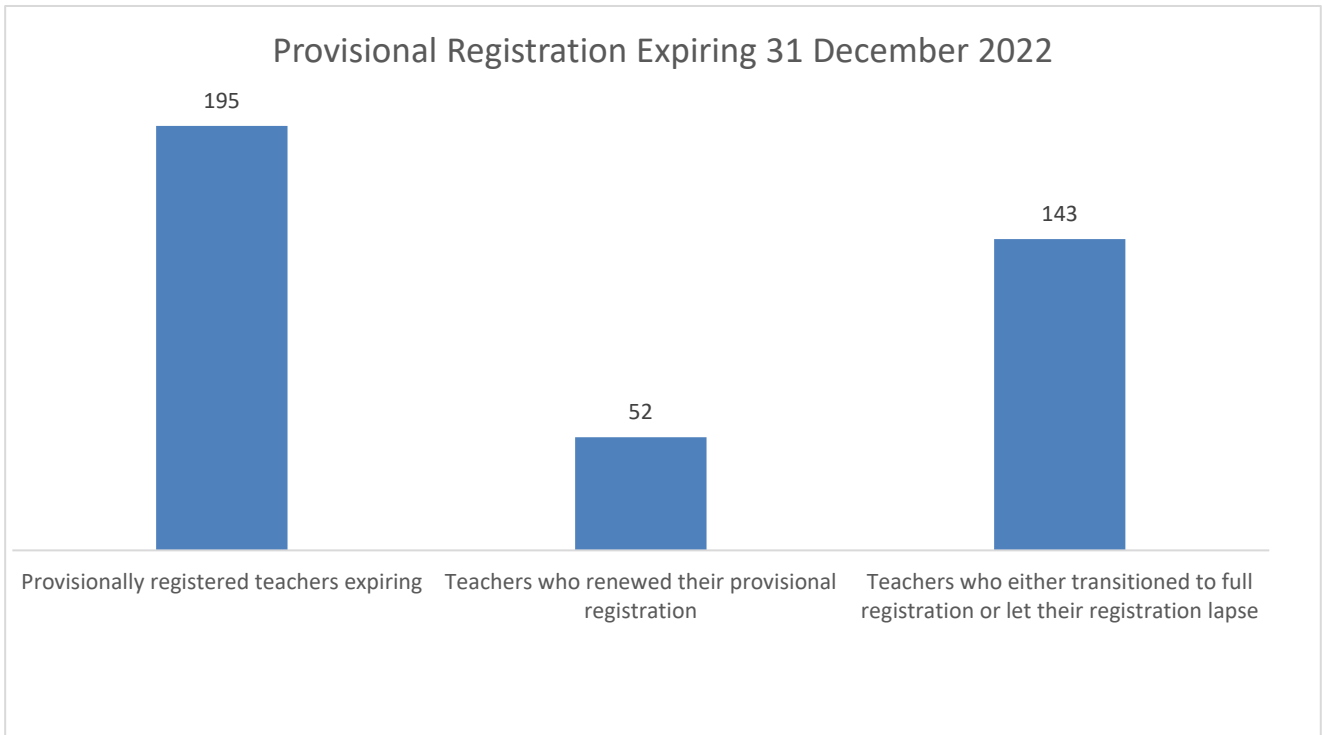
The Board provides a range of information sessions and professional learning to support teachers transitioning from provisional to full registration. These sessions are provided both face-to-face and online regularly throughout the calendar year.

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.

- effective mentoring strategies.

Table 8: Number of provisionally registered teachers with registration expiry of 31 December 2022.



## 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.

### Category Five - Vocational Education Training (VET) Trainers

This category relates to VET Trainers who are delivering certificate courses in a school.

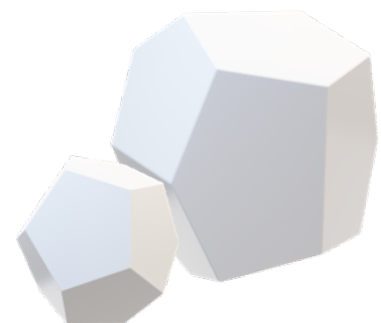




Table 9 – Authorisations granted July 2022 – December 2022

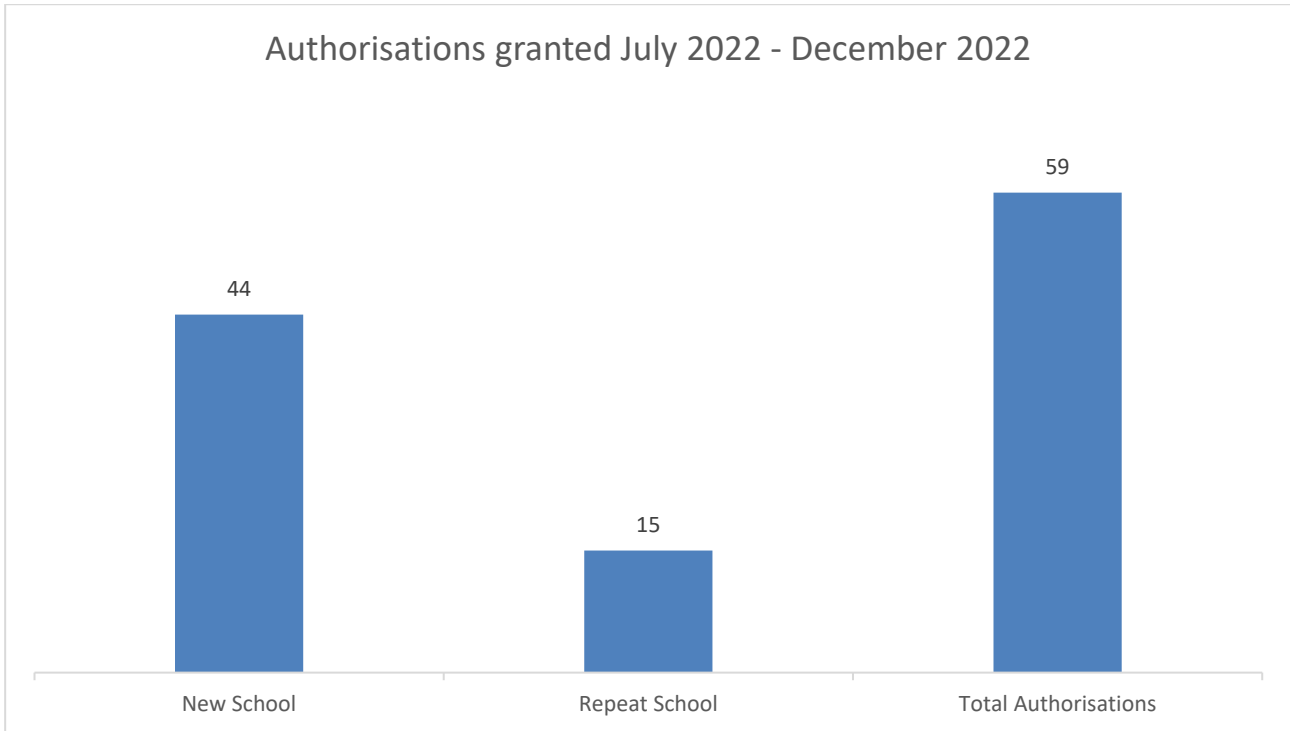
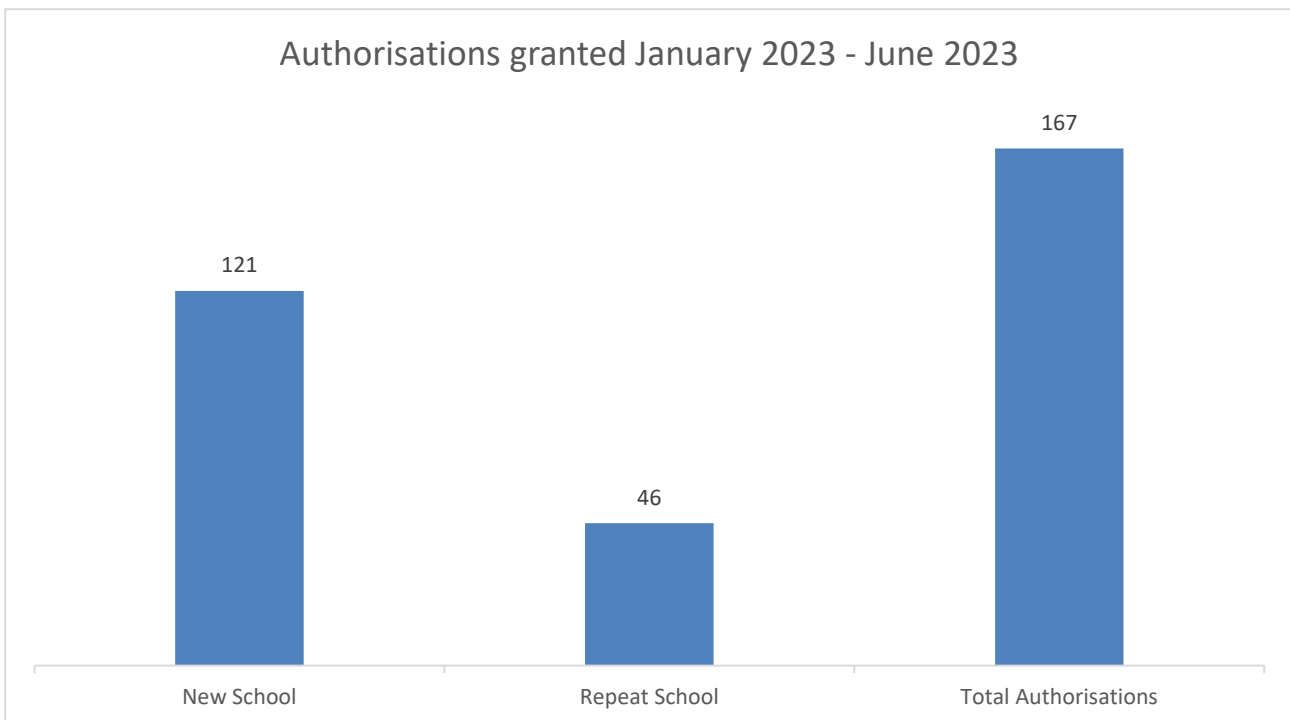


Table 10 – Authorisations granted from January 2023 – June 2023



## 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 7 March 2023, the office of the Board commenced the 2023 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 21 March 2023 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 \$162).

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 \$162).

17 persons were identified to have been teaching without registration or without authorisation this year compared to 26 persons in 2021-2022. 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 employers were found to be compliant, 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 2022**

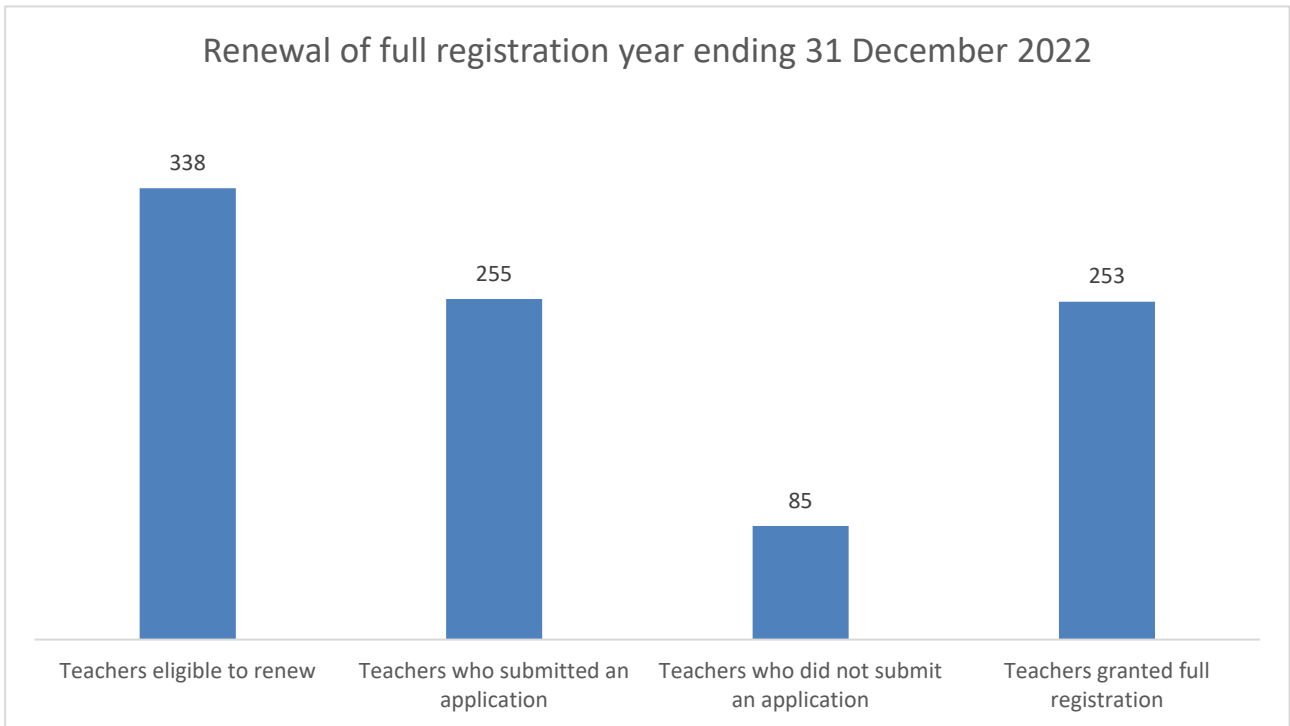
The online renewal application was opened to teachers in September 2022 through the online services on the Board's website. Teachers could renew up to, and inclusive of, 14 December 2022 allowing Board approval prior to 31 December 2022.

The 2022 cohort had 338 teachers eligible to renew their category of full registration. 255 teachers applied for renewal of full registration, with 253 teachers subsequently granted full registration. 2

teachers did not meet the requirements for full registration and were subsequently granted provisional registration. 83 teachers did not apply for renewal of full registration.

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

Table 11: Summary of full registration renewal, year ending 31 December 2022.



## Professional Conduct

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 inquiries<sup>1</sup> 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 professional conduct 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

For the period 1 July 2021 to 30 June 2022 there were a total of <b>10</b> 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
<b>10</b>	<b>TOTAL</b>
<b>In relation to the complaint matters, the Board took the following action:</b>	
6	Progressed to Preliminary Investigation
4	Dismissed without taking further action

### Notifications from Police & Director of Public Prosecutions

For the period July1 2021 to 30 June 2022 there were a total of <b>3</b> 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
<b>3</b>	<b>TOTAL</b>

<sup>1</sup> 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

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 of 30 June 2022
32	Employer Notification matters finalised during the reporting period

## Notification from another 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.
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## Information from another source

For the period July1 2021 to 30 June 2022 there were a total of <b>10</b> 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
<b>10</b>	<b>TOTAL</b>

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

## Registration applications managed by the PCU.

For the period 1 July 2021 to 30 June 2022 there were a total of <b>8</b> 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
<b>8</b>	<b>TOTAL</b>

## 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 four applications made for a review of the Board's decisions through NTCAT. There are no 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 (a Working with Children Clearance) 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.
- 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 2023, there are 11 open inquiry matters with the Board.

During the reporting period of 1 July 2022 to 30 June 2023, the Board commenced four inquiries. The following Board members were appointed as members for these inquiry committees:

- Professor Greg Shaw
- Mr Joel Van Bentum
- Mr Joe Hewett
- Mr Greg Hauser
- Ms Marisa Boscato
- Mr Justin Zammit
- Mr Gordon Canning
- Ms Susanne Fisher

During the reporting period of 1 July 2022 to 30 June 2023, the Board finalised six inquiries. The following Board members were appointed as members for these inquiry committees:

- Ms Louise Corrigan
- Ms Michelle Willsher
- Mr Greg Hauser
- Ms Lorraine Hodgson
- Mr Joel Van Bentum
- Ms Susanne Fisher
- Ms Jacqui Langdon
- Mr Justin Zammit
- Ms Janine Oldfield

The Board was and is ably assisted by SFNT and private legal counsel for all inquiry 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 2022-23 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 17 September 2020 following the Board's receipt of an employer notification from the Teacher's employer about the serious concerns they held about the Teacher's conduct towards adolescent female students in the classroom. Further, the Teacher had been identified as having engaged in fraudulent conduct to do with their qualifications by an independent body on two separate occasions within a short period of time. The allegations brought by the Teacher's employer coupled with the proven fraudulent 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 15 September 2022, the Board received and considered the inquiry committee's report. Considering the extensive findings and recommendations made by the inquiry committee, the Board found that the Teacher was not a fit and proper person to teach in the Northern Territory and resolved to disqualify the Teacher from teaching in the Northern Territory for a period of three years.

### **Case Study B**

The Teacher previously held full registration in the Northern Territory. That term of registration expired on 31 December 2021. The Teacher was the subject of an inquiry commenced by the Board on 17 September 2020 following the Board's receipt of information from the Teacher's employer about the



Teacher physically manhandling a student in a classroom. The Teacher's conduct called into question whether they were a fit and proper person to teach in the Northern Territory to such an extent that the Board determined that it was in the public interest to hold an inquiry. The proceedings of the inquiry were conducted with as little formality and technicality, and as quickly, as a proper consideration of the subject matter allowed. On 27 October 2022, the Board received and considered the inquiry committee's report. The Board resolved to accept the inquiry committee's findings which were that: the Teacher was no longer registered to teach in the Northern Territory; that they had not previously engaged in similar behaviour towards a student; they had since completed a number of professional development courses addressing the behaviour they had engaged in, upon completion of those courses, the Teacher reflected on their conduct and accepted responsibility for their actions and demonstrated insight into their wrongdoing. The Teacher's actions allowed the Board to reasonably be satisfied that if the Teacher were to face the same or a similar set of circumstances that led to them engaging in this conduct, they would react differently. To that end, the Board resolved to take no further action in relation to their registration.





# 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.
- National HALT Summit 2023 (Melbourne).

## National HALT Summit 2022

With a record-breaking attendance of over 400 individuals, the 7th Highly Accomplished and Lead Teacher (HALT) Summit held in Melbourne emerged as the largest and most impactful gathering to date. This summit brought together a diverse assembly of participants, including nearly one-quarter of Australia's HALTs, along with aspiring HALTs, educational leaders, and senior representatives from various educational systems, sectors, and regulatory bodies. The event seamlessly combined in-person and online interactions, creating a dynamic platform for learning, networking, and celebrating the remarkable achievements of certified teachers.

Office of the Board staff, including Director, Maree Garrigan, Manager Quality Teaching, Mek Venes and Quality Teaching Consultant, Jacinta Berger were in attendance.

Among the notable figures at the summit was Dr. Deborah Netolicky, the Principal of Walford Anglican School for Girls, who delivered a keynote presentation. Dr. Netolicky's keynote shed light on the pivotal role teachers can play in instigating bottom-up change through effective leadership that taps into their influence within their communities.

Throughout the summit, participants were privileged to hear from influential voices and innovators within the education sphere, such as Chris Munro and Dan Steele from Growth Coaching International, Dr. Tom Brunzell of the Berry Street Education Model, Dr. Kylie Lipscombe from the University of Wollongong, Emeritus Laureate Professor John Hattie, Nathaniel Tamwoy, and Andrew Cornwall (a Highly Accomplished teacher) along with Tamara Powell (an Aspiring HALT). Further insights were gleaned from Angela Phillips, a Lead teacher, Vanessa Duschka, a Highly Accomplished teacher, and Kelly Green, a Lead teacher from the Northern Territory.

This summit served as a powerful testament to the dedication and commitment of all 1,211 HALTs across Australia, who continually rise to meet the challenges to enhance the learning experiences of Australian students and uplift the entire teaching profession. The pressing need for more certified teachers was emphasized, as they play an instrumental role in elevating both the stature and quality of the teaching profession itself.

The summit not only acted as a platform for sharing knowledge and best practices but also highlighted the growing significance of highly accomplished and lead teachers in driving educational advancements. As participants departed with newfound insights and inspiration, the reverberations of this summit are destined to echo through classrooms, schools, systems, and policy discussions, reaffirming the pivotal role that certified educators play in shaping the future of education in Australia.

## **Certification information and workshop sessions delivered.**

During the reporting period, five HALT information sessions were accessed by 48 participants. All the information sessions were delivered online.

6 professional learning workshops were conducted for 31 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.

The Quality Teaching Team also delivered workshop 1 and 2 face-to-face in Katherine (8 participants), Nhulunbuy (4 participants) and Alice Springs (15 participants).

### **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; and
- Provided time for questions and answers.

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

<b>HALT Information and Workshops for Teachers</b>	
Information Session	48
Workshop 1	31
Workshop 2	29

## Current Certification

Table 13: Statistics relating to Northern Territory certification 2022-23.

<b>Certification Statistics</b>	
Highly Accomplished Teacher	7
Lead Teacher	12
Withdrew	1
Highly Accomplished Teacher Renewed	1
Lead Teacher Renewed	3
Certification Lapsed	4
Unsuccessful applications	3

## 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.

There was one certified teacher who has undertaken the 10-year renewal during the reporting period.

## 2022 Northern Territory HALT Forums

In September 2022 a 2-day HALT Forum was delivered in Darwin with 28 participants. We were fortunate to have Ms Judy Petch from Cannon Consulting as the keynote present on the classroom practice continuum. Ms Gail Smith (BTS Spark Consultant) shared a leadership workshop titled 'Flex my style' which explored the four faces of coaching and provided participants the opportunity to further develop their coaching skills. Share Space sessions where certified teachers shared their contributions to the profession and their journey through certification provided further opportunity for learning.

## 2023 HALT Forums

The theme of the Forums held in 2023 was 'Leading and influencing practice'. The Forum gave HALTs and aspiring HALTs the opportunity to be inspired, grow their practice, and develop their leadership skills. Director, Maree Garrigan, facilitated both days which also included share space sessions where certified teachers shared their contributions to the profession through their role as certified teachers. 19 participants attended across the two forums.

### Big Rivers HALT Forum

The inaugural Big Rivers Forum took place in Katherine on 19 May 2023.

Many engaging guest speakers shared throughout the day. Sally Kelly, Principal AITSL, shared the national context for HALTs and shared tools and resources that AITSL have available on their website. Mek Venes and Jacinta Berger (HALTs in Quality Teaching Team with the office of the Board) provided participants with an understanding of the Classroom Practice Continuum as a tool for self-assessment and reflection, feedback through mentoring and/or coaching, and establishing directions for continued learning and growth. Ms Gail Smith (BTS Spark Consultant) shared a leadership workshop titled 'Flex my style' which explored the four faces of coaching and provided participants the opportunity to further develop their coaching skills.

### Central HALT Forum

The inaugural Central Forum took place in Alice Springs on 26 May 2023.

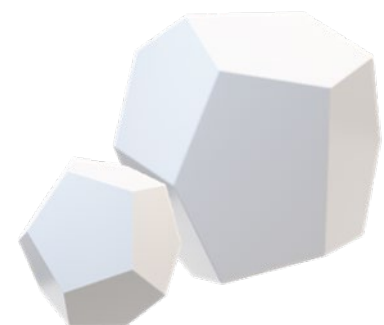
Lorraine Hodgson, Chair of the Board addressed the attendees and spoke of the importance of growing our practice to continue growing the expertise of teachers in the NT. Gail Smith (BTS Spark Consultant) shared a leadership workshop titled 'Flex my style' which explored the four faces of coaching and provided participants the opportunity to further develop their coaching skills. Mek Venes (HALT in Quality Teaching Team TRBNT) provided participants with an understanding of the Classroom Practice Continuum as a tool for self-assessment and reflection, feedback through mentoring and/or coaching, and establishing directions for continued learning and growth.

## National Assessor Training Program Northern Territory

The Board collaborated with the South Australian Teacher Certification Committee (SATCC) to deliver Assessor training in 2023. 2 educators representing the Department of Education attended, with both successful in the course completion.

The Director, Maree Garrigan, and the Manager Quality Teaching, Mek Venes, attended the session to be trained as trainers for the Northern Territory.

Currently there are 47 trained assessors in the Northern Territory.



# Appendix

## Acronyms and abbreviations

AfGT	Assessment for Graduate Teachers
AITSL	Australian Institute of Teaching and School Leadership
ATRA	Australasian Teacher Regulatory Authorities
CDU	Charles Darwin University
ERC	Employer Reference Committee
ITEC	Initial Teacher Education Committee
HALT	Highly Accomplished and Lead Teacher
NTCAT	Northern Territory Civil and Administrative Tribunal
QTC	Quality Teaching Committee
RATE	Remote Aboriginal Teacher Education
SFNT	Solicitor for the Northern Territory
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