

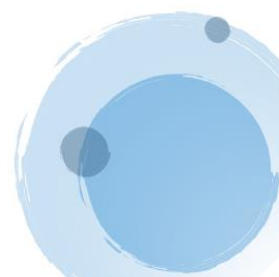
Guide to Certification of Highly Accomplished and Lead Teachers in the Northern Territory

This document is to be used in conjunction with:

- the HALT Policy NT
- the Guide to Renewal of Certification of Highly Accomplished and Lead Teachers in the Northern Territory
- Evidence Guide: National Certification for Highly Accomplished and Lead Teachers in the Northern Territory.
- The National Certification Framework

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Context

Certification of Highly Accomplished and Lead teachers at the higher career stages enhances the professionalism of teachers by recognising the quality of their teaching and supporting career progression.

The National Framework for the Certification of Highly Accomplished and Lead teachers (the Framework) ensure certification of teachers is rigorous and based on the Australian Professional Standards for Teachers (the Standards), noting that certified teachers may be differently recognised or financially remunerated by employers.

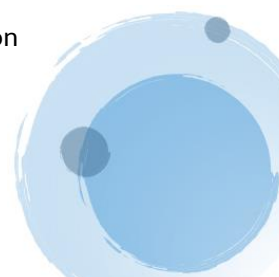
Certification of Highly Accomplished and Lead Teachers has three primary purposes:

- to recognise and promote quality teaching.
- to provide an opportunity for teachers to reflect on their practice.
- to provide a reliable indication of quality teaching that can be used to identify, recognise, and reward Highly Accomplished and Lead teachers.

By contributing to teacher quality, the certification of Highly Accomplished and Lead teachers will help to achieve the national goals for schooling expressed in the Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians¹.

This guide provides information to assist applicants, certifying authorities and others in understanding the requirements of the certification process.

¹ Council of Australian Governments Education Council 2019, Alice Springs (Mparntwe) Education Declaration, viewed 17 March 2023



Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers are a public statement of what constitutes quality teaching. The Standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools. The Standards do this by providing a framework that makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations, and the public.

The Standards are organised into four career stages and guide the preparation, support and ongoing development of teachers. The Graduate Standards underpin the accreditation of initial teacher education programs, and the Proficient Standards underpin processes for full teacher registration. The Standards at the career stages of Highly Accomplished and Lead are the basis for national certification.

Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

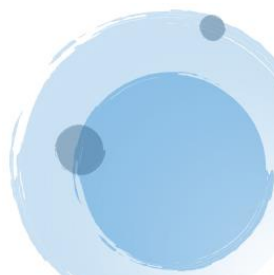
Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes of their students.

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning. They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed.



Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students.

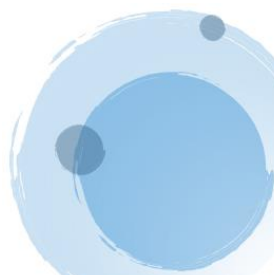
They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

Lead teachers apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

Lead teachers represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.



Principles

The approach to the certification of Highly Accomplished and Lead teachers is informed by the following principles:

Standards-based

Certification is awarded against the Teacher Standards. It represents an assessment against the Teacher Standards, independent of any use it might then be put to by teachers, their employers, or others.

Student-improvement focused

Certification recognises those teachers who are highly effective in improving student outcomes. Student outcomes are broadly defined and include student learning, engagement in learning and wellbeing. Evidence of student outcomes is central to certification processes.

Development driven

Certification is part of a wider career development approach that includes professional learning, performance assessment and development. Participation in certification processes should be a positive experience for applicants and provide useful feedback that further enhances development and learning, including for those teachers who do not achieve certification.

Credible

Certification is credible when assessments of teacher performance are based on rigorous, valid, reliable, fair and transparent measures and processes. The evaluation of teacher practice will be based on consistent application and moderation of these processes, and multiple methods and sources of evidence. Consistency of judgements will be maintained across the diverse contexts where teachers work, so that context does not disadvantage any applicant.

Evidence-based

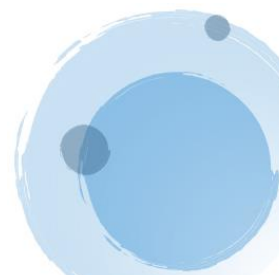
Certification processes must be built on nationally and internationally recognised best practice and contribute to the development of evidence about what works in promoting and recognising teacher quality.

Fit for purpose

Certification processes will incorporate the context and perspectives of stakeholders such as employers, certifying authorities/bodies, professional teacher bodies, unions, teachers and relevant educational researchers.

Streamlined

Certification processes will be as streamlined as possible, minimising the administrative burden on applicants while ensuring rigour of assessment against the Teacher Standards. Certification processes should be integrated into teachers' daily practice to help prevent duplication or unnecessary additional work in the application process.



Certifying Authority in the Northern Territory

The Teacher Registration Board of the Northern Territory (TRB NT) is the certifying authority that governs the national certification process across all education sectors in the Northern Territory. It ensures that there is a consistent approach across the three sectors in meeting the requirements for assessment, certification and maintenance.

The TRB NT partners with AITSL to ensure a nationally rigorous and reliable approach, whilst accommodating the diverse contexts and needs in which Northern Territory teachers practice.

The TRB NT has developed an approach for the certification of Highly Accomplished and Lead Teachers which aligns to the AITSL (2023) Framework for the Certification of Highly Accomplished and Lead Teachers (the Framework). This provides a nationally consistent approach to certification of teachers across Australia at the Highly Accomplished and Lead career stages.



Eligibility

Prior to commencing an application, you must determine your eligibility and readiness to apply for either Highly Accomplished or Lead teacher certification.

Criteria

To be eligible to apply for certification at the Highly Accomplished or Lead career stages in the Northern Territory, you must:

- ✓ be an Australian citizen or have a permanent residency visa.
- ✓ hold full registration with the TRB NT
- ✓ have been assessed as satisfactory in your:
 - two most recent annual performance assessments for those applying for the Highly Accomplished career stage.
 - three most recent annual performance assessments for those applying for the Lead career stage.
- ✓ conduct a professional discussion with your principal/delegate regarding your readiness to apply for certification.
- ✓ obtain the endorsement of the principal/director before proceeding with the certification process.
- ✓ check any employer-based eligibility criteria or industrial arrangements.

Teaching Requirements

You must have an authentic teaching role where you teach students over a period of time. There is no requirement for a specified number of hours or teaching load, but you will need to be responsible for an ongoing teaching program and the assessment and reporting of students.

The process includes a series of classroom observations of teacher practice.

Teachers do not have to be certified as Highly Accomplished before applying for Lead teacher status.

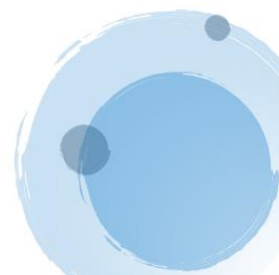
Portability

Certification at the Highly Accomplished and Lead career stages is recognised across Australia*.

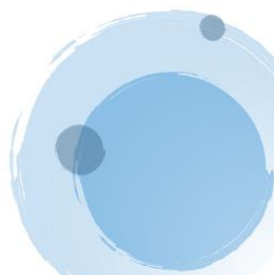
Certified Teachers do not need to reapply upon changing employment to another sector or jurisdiction but will need to provide evidence of current certification and eligibility to the incoming certifying authority.

**Any industrial implications of certification are at the discretion of the current or future employer(s).*

Changing jurisdictions during the certification application process



An active application for certification is unable to be transferred between the Northern Territory and other certifying authorities in different jurisdictions. However, the evidence collected can be used to apply for certification in the new jurisdiction.



Roles and Responsibilities

The certification process involves defined roles and responsibilities which are outlined below.

The Applicant is expected to:

- Contact the TRB NT Certification Team to ensure appropriate modes of communication and levels of support required are established.
- Begin professional conversations with their Principal/Supervisor.
- Familiarise themselves with the eligibility requirements and this guide.
- Take responsibility for their own certification journey/submission.
- Attend certification information sessions and workshops.

Principal/Supervisor or delegate will:

- Ensure they have knowledge and understanding of the certification process and the standards to enable:
 - effective professional dialogue with prospective applicants.
 - effective support processes for applicants participating in the process.
 - effective support processes for school/classroom based national assessors.

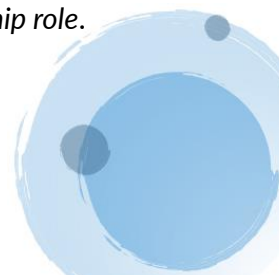
The TRB NT will:

- Implement and manage the National certification and renewal of Certification process within the Northern Territory.
- Maintain a collegial and collaborative relationship with other certifying authorities within Australia and participate in relevant national networks.
- Grant or refuse the application for certification based on the assessment of the teacher's demonstrated abilities, knowledge and skills against the requirements of the standards for the relevant career stage.
- Add the certification details on completion of the certification process on the Register of Teachers (database) and the status will remain valid for a period of five years of certification and can be renewed.
- Consider the applications for the role of national assessors and select applicants based on:
 - roles held in the last 5 years,
 - areas of expertise and,
 - availability, for Stage 1 and Stage 2 assessments.

Assessors will:

- Undertake an assessment of a new certification or renewal of certification application through rigorous and transparent processes, in collaboration with the TRB NT as the certifying authority.
- Maintain currency by attending assessor workshops provided by TRB NT and conducting a minimum of one assessment each year or participate in an online moderation session each year.

Potential assessors must hold full registration with TRB NT and be in an educational leadership role.



Assessment, Stages and Required Evidence

Assessment will be against the Highly Accomplished or Lead career stages of the Australian Professional Standards for Teachers and is based on an 'on-balance' judgement of multiple sources of evidence against the focus area descriptors at the relevant career stage.

An 'on-balance' judgement by nationally trained assessors will be made as to whether each Teacher Standard has been demonstrated, based on the evidence provided. The focus area descriptors will be used as a guide for applicants to demonstrate that they meet the Standards. In the Northern Territory, evidence must be provided for each focus area descriptor at the relevant career stage.

The certification process has three main elements:

- Pre-assessment
- Stage 1 submission
- Stage 2 site visit

Applicants must be successful at Stage 1 before proceeding to Stage 2.

Pre-assessment

- Assess personal eligibility for certification by using the criteria on [page 8](#) of this guide
- Undertake a self-assessment of your readiness to apply for certification using the [Teacher Self-Assessment Tool](#) on the AITSL website. Note: while this self-assessment is not compulsory, it is highly recommended
- When available, enrol in a HALT Information Session listed on the [TRB NT Events Page](#) where you will be provided with an Expression of Interest form and the TRB NT HALT Certification Process Infographic
- Attend HALT workshops one and two

Stage 1 Assessment

Stage 1 Assessment involves the assessment of evidence submitted by the applicant against the Standards. Each of the seven Standards must be addressed by at least two pieces of evidence and each of the focus area descriptors at the relevant career stage must be accounted for at least once. The Stage 1 assessment is assessed by 2 Nationally trained assessors.

Evidence Required at Stage 1

You may use up to 35 artefacts in your Stage 1 submission to evidence the Standards. However, the number of artefacts will reduce if you use referees to verify focus area descriptors. This is further explained in the 'referee process'.

Stage 1 evidence includes:

Teacher reflection

- A written statement addressing the Standards (to be no more than two, single sided A4 pages in length or the equivalent where submitted online)
- A written description of a Lead initiative at the Lead career stage only (to be no more than two, single sided A4 pages in length or the equivalent where submitted online).

Direct evidence

- Annotated evidence of teacher practice – artefacts that directly represent your work

- At least two observation reports (included in the collection of annotated evidence), one of which is completed by the principal or the principal's delegate.

Referee statements

- Three to five referees who can provide firsthand verification of your knowledge, practice and engagement at the relevant career stage.

Annotating Evidence:

A key component of the application for certification is the annotation of evidence submitted for assessment. An artefact must be able to demonstrate practice, but submission of an artefact alone does not fulfill the requirements. Effective annotation of an artefact or sets of artefacts will enable an applicant to demonstrate their thinking on why and how the artefacts submitted address the Standards/ focus area descriptors and show impact on teaching and learning.

Approaches to annotating include but are not limited to:

- annotation per focus area descriptor (approximately 150 words each)
- annotation per artefact – covering multiple focus area descriptors (approximately 350 words)
- annotation per evidence set – covering multiple artefacts and focus area descriptors (approximately 600 words).

The Referee Process:

This process enables you to use a referee(s) to verify up to 15 focus area descriptors. It recognises any prior learning or evidence of practice, from credible sources, where you have demonstrated having met the Teacher Standards at the Highly Accomplished or Lead career stages. This process:

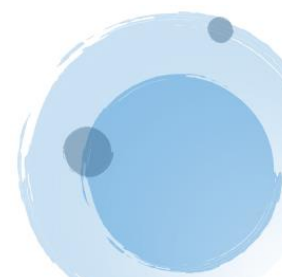
- allows up to five referees (one must be the principal or delegate) to verify your practice of up to 15 of the 37 focus area descriptors at the relevant career stage.
- enables referees to be contacted by a nationally trained assessor and site visit for additional verification and elaboration, if necessary.

Applicants use the same referees to verify knowledge, practice and engagement. Once the referee(s) verifies up to 15 focus area descriptors, they are deemed as 'met' and the applicant is not required to submit evidence of the focus area descriptors on their Stage 1 submission.

Following referee verification, please refer to the below table for the number of artefacts you may use in your Stage 1 submission.

Number of focus area descriptors verified by a referee(s)	Remaining number of artefacts available to use in your Stage 1 submission
0	35
1 – 5	33
6 – 10	29
11 – 15	25

Following successful completion of Stage 1, a timeline for the direct observation of practice will be agreed between you and an assessor.



Stage 2 Assessment

Stage 2 provides additional evidence to inform final judgement as to whether an applicant meets the Standards. Prior to the Stage 2 Assessment visit, you will discuss the areas within the Standards which will be the focus of the visit.

Evidence Required at Stage 2

Stage 2 consists of a site visit by one of the external assessors. The site visit is expected to be undertaken within one day and the program should include:

Classroom Observation

- Pre-observation discussion led by you about what is to be observed, which focus area descriptors will be demonstrated, the context and background of the observation
- Observation of classroom practice, which involves you teaching 2 x 60 minutes lessons
- Post observation discussion led by you to discuss the outcomes of the lessons observed

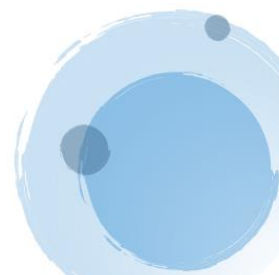
Professional Discussion

- With the Principal or their delegate
- Between you and the assessor
- With 3-5 colleagues/referees to further explore your performance against the focus area descriptor(s) if required.

Final Decision

Following your Stage 2 Assessment, both assessor(s) will make a final decision of your achievement against the Australian Professional Standards for Teachers at the relevant career stage.

A further site visit may be instigated where evidence remains inconclusive or insufficient. An additional assessor may be requested if a decision cannot be reached.



Evidencing the Standards

To achieve certification, evidence of practice that improves teaching and learning is required and must be aligned to the Highly Accomplished or Lead career stages of the Standards. All evidence submitted by you must be authentic, verifiable and robust, and be a true representation of your impact over time. To ensure a line of sight to current practice, evidence must generally be from within the past five years of your practice.

Evidence submitted by you will comprise artefacts that are annotated to demonstrate impact on and improvement in student outcomes and the practice of colleagues. This impact and improvement are demonstrated by you providing links to the relevant Standards/focus area descriptors for the assessor as part of the collection of evidence submitted.

The evidence must be able to be verified by referees if contacted by an assessor.

Demonstrating positive impact and improvement

The collection of evidence must demonstrate positive impact and improvement in student outcomes and the impact on and improvement in the practice of others.

Student outcomes:

These are broadly defined and include learning, engagement in learning and wellbeing. The level of student performance is not what is being assessed, rather your practice and subsequent positive impact on student outcomes.

Impact on the practice of others:

Highly Accomplished and Lead Teachers also undertake roles that guide, support, advise and lead others. Their influence reaches beyond the classroom, so they not only work to improve their own practice but also to build the capacity of others. Demonstrating the improvement of colleagues' practice is an important component of an application for certification. An example of this might be professional learning provided to colleagues that accesses resources and specialised assistance to meet specific student learning needs and evidence of how colleagues have incorporated this into their practice.

Evidence must be a direct representation of your work as a teacher.

At both career stages, the following principles apply:

- evidence collectively demonstrates an on-balance achievement of each of the 37 focus area descriptors.
- evidence collectively demonstrates each of the focus area descriptors at the relevant career stage, with each focus area descriptor being accounted for at least once.
- a piece of evidence can address multiple focus area descriptors, across the Standards, and should demonstrate the holistic nature of your practice.
- evidence demonstrates the impact of your work on student outcomes, including student learning, engagement in learning and wellbeing.
- evidence demonstrates the impact of your practice on colleagues.
- evidence must clearly reflect your individual contribution and demonstrate impact over a period of time.



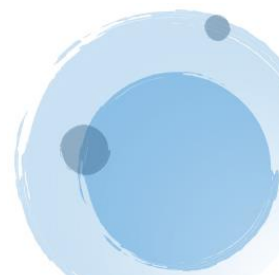
Pathways

In the Northern Territory, there is a Pathways Process that enables you to streamline your application. Following submission of prior assessment from credible programs/processes, the TRB NT will:

- identify where teachers have demonstrated they already meet part or all of the Teacher Standards at the Highly Accomplished or Lead career stages.
- map the Teacher Standards achieved previously and only require evidence from applicants against the Teacher Standards not yet demonstrated through prior assessment

Any industrial implications of certification through a Pathways Process are at the discretion of the employer.

Any certification via a Pathways Process will be subject to national quality assurance processes as per element 8 of the Framework.



Appeals Process

If you are unsuccessful, you may request a review of the assessment process, within 14 days of being notified.

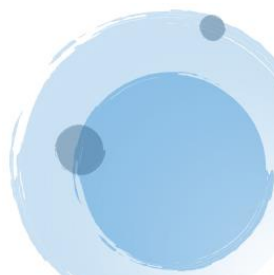
The request for internal review should be in the form of a statement not exceeding 1000 words indicating the grounds on which the applicant considers that the decision should be reviewed, highlighting challenges in response to the identified standard descriptors provided by the National Assessors in the notification letter.

On receipt of the request for internal review of a Certification decision, or a renewal of Certification decision, TRB NT will appoint an independent assessor not previously involved in the assessment process that is being appealed. The review assessor will assess the evidence for certification or written statements for renewal of Certification against the Standards and provide TRB NT with a recommendation to uphold or to alter the decision within 30 days of re- submission. The recommendation will then be provided to the TRB NT at the next scheduled Board meeting.

Where and if necessary/applicable the Director will be asked to moderate the assessors' decisions and contact the applicant's principal and/or nominated referees. If additional referees are required, the applicant will be contacted.

The outcome will be communicated to the appellant following endorsement from TRB NT.

Once the review panel has made its final decision, and endorsement from TRB NT has occurred, no further appeals/reviews are available.



Applicant Support

Each sector in the Northern Territory, and the TRB NT provides support to teachers interested in applying for National Teacher Certification. Refer to Roles and Responsibilities on [page 9](#) of this guide.

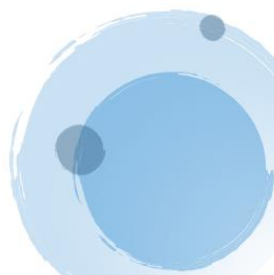
Professional learning in the form of Information Sessions and Workshops run by the TRB NT will provide valuable information on the certification process and development of a portfolio.

The TRB NT does not provide templates, exemplars or evidence samples. This allows applicants flexibility in how their portfolio is presented.

This Guide is complemented by a range of materials to support implementation of national certification through your relevant schooling sectors.

These include, but are not limited to:

- AITSL/ sector resources
- information sessions and workshops
- relevant and appropriate forms



Maintenance

Certification at the Highly Accomplished and Lead career stages of the Australian Professional Standards for Teachers (the Standards) is granted for a fixed period of five years. If you intend to maintain your national certification you must contact the TRB NT twelve months prior to expiration of their certification to indicate whether you intend to renew.

The purpose of the maintenance process is to verify your ongoing performance at the Highly Accomplished or Lead Career stage.

It is your responsibility to ensure that you follow the correct process and meet renewal requirements to maintain your status during the five-year period following your initial certification.

You can have your certification revoked during the five-year period if your registration as a teacher is no longer current and/or your employer alerts the TRB NT that your practice is no longer at the Highly Accomplished or Lead career stage.

Eligibility for Renewal

To renew your certification, you must:

- have national certification as a Highly Accomplished or Lead teacher.
- maintain full teacher registration for the five-year period.
- continue to demonstrate evidence of impact on your colleagues and student outcomes at the career stage that you were certified at.
- continue to receive annual performance assessments by your employer(s) at the Highly Accomplished or Lead level.
- an authentic role in the classroom where you are responsible for an ongoing teaching program and the assessment of students over a period of time.
- meet the authentic teaching role requirement as described on [page 8](#).

Evidence Required for Renewal

General evidence

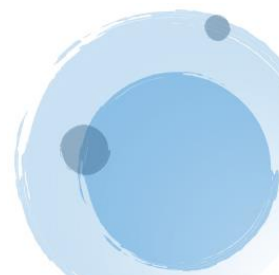
- professional practice written statement (between 1500 – 3000 words)
- professional learning written statement (between 1500 – 3000 words)
- the details of three to five referees, including the current principal/supervisor or delegate, as nominated by the principal/supervisor.

Evidence required for renewal after 5 years of certification

- each statement (professional practice and professional learning) requires a minimum of three pieces of supporting evidence, up to a maximum of five pieces.

Evidence required for renewal after 10 years of certification

- each statement (professional practice and professional learning) requires a minimum of five pieces of supporting evidence, up to a maximum of ten pieces.
- A site visit.
- A Lead statement



Verification

An applicant is required to submit the contact details of three to five referees, including the current principal/supervisor or delegate, as nominated by the principal/supervisor, to:

- support and attest to the accuracy of the written statements
- make comment on the applicant's ongoing performance against the Standards.

Decision Making

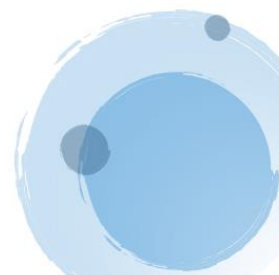
The TRB NT will endorse or decline the recommendation by the assessor and will notify the applicant of the outcome. On confirming a recommendation in favour of certification, the TRB NT will formally renew the teacher's certification for a period of five years.

In the event that renewal of certification is not granted, the TRB NT will notify the teacher and any other relevant bodies, including their employer, of the cessation of certification.

The TRB NT will provide successful and unsuccessful applicants with a report of their assessment against the Standards and notification of the recommendation. This report will provide detail regarding strengths and what areas require further improvement.

Appeals

You can appeal the renewal of certification process. Please see [page 14](#).



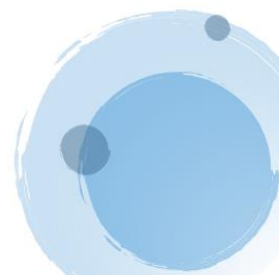
Quality Assurance

Quality assurance mechanisms are essential to achieve and maintain rigorous, valid and credible assessments of Teachers' practice for the purposes of certification.

The TRB NT will:

- conduct moderation of assessments within their jurisdictions to ensure consistency and reliability.
- participate in national moderation including submitting a number (determined by AITSL) of de-identified applicant samples annually to AITSL; and
- provide samples of evidence submitted by Teachers who are certified through a pathways process (Element 7) to AITSL, on request, for quality assurance and moderation.

Reports detailing the outcomes of AITSL's moderation processes will be made available to Education Ministers (or delegates) as required.



Definition of Terms

Annotation Written commentary that demonstrates thinking/alignment on how the evidence submitted addresses the descriptors. Annotations will illustrate how the applicant's practice has had impact on student outcomes and colleague's practice.

Annual performance assessment Is based on essential elements of the Australian Teacher Performance and Development Framework and conducted using school/system processes. It is not required in a specific format. Where Teachers have not received an assessment, the principal or delegate will provide verification of past satisfactory performance.

Applicant The teacher undertaking the national certification process.

Artefact An individual piece of evidence and/or linked extracts which demonstrates a teacher's achievement against one or more descriptors.

Assessor The Nationally Trained Assessor nominated by the certifying authority to undertake an assessment of the certification application. The assessors are external to the school/setting of the applicant and are trained under the National Assessor Training Program.

Certification Is awarded by TRB NT to teachers who provide evidence from multiple sources that is assessed as satisfying professional practice criteria at either Highly Accomplished or Lead teacher career stage as described in the Australian Professional Standards for Teachers.

Certifying Authority The body managing the certification process. The certifying authority is responsible for implementing and managing the national certification and renewal of certification process in their jurisdiction.

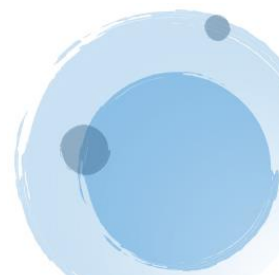
Collection of evidence Is the entire submission of evidence for Modular assessment.

Delegate Must be a person nominated by the Principal and who has significant knowledge of the applicant's practice and the standards.

Disability The definition of disability (as relating to Focus Area 1.6) is taken from the Commonwealth Disability Discrimination Act 1992. Applicants are encouraged to look at this definition when considering how their teaching practice supports, and has impact on, students with disability.

Evidence set A group of artefacts (pieces of evidence) related by a general theme (e.g. unit of work, curriculum area or professional learning program).

Full registration Is achieved when a teacher has met the Proficient career stage of the Australian Professional Standards for Teachers and all other requirements for teacher registration, in accordance with the Teacher's Registration Board of South Australia.



Principal Is the person designated by the employing authority as being primarily responsible for the overall control and administration of the school. 'Principal' in this document also includes the equivalent position to principal in early childhood and other settings.

Referees May include, but are not limited to, classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff.

School Is used inclusively to refer to Australian primary and secondary schools, and other educational settings and/or sites where teacher registration applies.

Student outcomes Within the national certification process and maintenance, student outcomes are broadly defined and include learning, engagement in learning and wellbeing.

Summary data Is data that will be collected and available to certifying authorities, AITSL and reported to the Australian Government Department of Education, Skills and Employment. This data may include, but is not limited to name, gender, work location, certification decision, career stage applied/achieved and year certified. Certifying authorities may choose to collect more detailed data to allow for an in-depth analysis.

The Standards The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality and are gazetted by the NT. They comprise of seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping.

TRB NT Teacher Registration Board of the Northern Territory. The TRB NT is the certifying authority in the Northern Territory.

