



TRB

TEACHER REGISTRATION BOARD
of the Northern Territory

2023-2024
Annual Report

Our Report

The 2023-2024 Annual Report for the Teacher Registration Board of the Northern Territory (the Board) provides a comprehensive outline to government, stakeholders 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 (NT) teaching profession. Teachers are essential in shaping future generations through imparting knowledge, values and critical thinking skills that are essential for children's educational growth, progress and achievement. The Board is responsible for making important decisions to improve teacher quality, by ensuring registered teachers in the Northern Territory are appropriately qualified, competent, current in their practice and suitable to teach.

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

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For further information please contact:

Teacher Registration Board
of the Northern Territory
GPO Box 1675
DARWIN NT 0801

Telephone (08) 8944 9380

Toll-free 1800 110 302

Website: www.trb.nt.gov.au

Email: trb@trb.nt.gov.au

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Letter to Minister for Education

Hon Jo Hersey
Minister for Education and Training
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 2023 to 30 June 2024, in accordance with section 79 of the *Teacher Registration (Northern Territory) Act 2004 (NT)*.

Yours sincerely



Lorraine Hodgson
Chairperson
12 September 2024

Contents

Our Report	2
Letter to the Minister for Education	3
Chairperson’s Report	5
Our Board	6
Overview	6
Establishment of the Board.....	6
Board Membership.....	8
Board Decision Making	9
Board Meetings	9
Board Member Attendance	10
Board Member Official Travel	10
Strategic Direction	11
Our Governance	13
Corporate Governance Structure	13
Privacy.....	14
Transparency	15
Conflicts of interest.....	15
Our Committees	16
Initial Teacher Education Committee.....	16
Quality Teaching Committee	18
Employer Reference Committee	19
Our Office	21
Responsibilities.....	21
Streams of work in the office	21
Organisational Structure	23
Finance	23
Office of the Board - Functions	24
Registration Fees.....	24
Overview of Applications Assessed.....	25
Annual Audit and Compliance	33
Professional Conduct	35
Highly Accomplished and Lead Teacher Certification	38
Acronyms	40

Chairperson's Report

As Chairperson of the Teacher Registration Board of the Northern Territory, I am pleased to present the 2023-24 Annual Report. This marks a significant milestone that is the twentieth anniversary of the Teacher Registration Board of the Northern Territory since its establishment in 2004 under the provisions of the *Teacher Registration (Northern Territory) Act 2004 (the Act)*. This report reflects our ongoing commitment to maintaining and enhancing the professional standards of teachers within the Northern Territory, ensuring that all students have access to high-quality education.



This year has been a period of significant progress and accomplishment for the TRBNT. Some of the notable achievements include:

Teacher Registration and Renewal: A total of 904 new applications for registration were assessed this financial year. Our streamlined processes and robust evaluation criteria have ensured that only those who meet the highest standards are registered to teach in the Territory.

Compliance and Regulation: The TRBNT has continued to uphold its regulatory responsibilities with rigor and fairness. This year, we committed to address the backlog of investigations into matters of teacher conduct, fitness to teach, and competence to teach, ensuring that all cases were handled with the utmost professionalism and integrity.

Engagement with Stakeholders: We have strengthened our relationships with key stakeholders, including educators, schools, and the wider community. The needs of our stakeholders are considered in our decision-making processes.

Challenges and Opportunities

The Office of the Board has had some significant changes and fluctuations with staff. In April 2024, the Board warmly welcomed Dr Debra Bateman as the Director, following the retirement of the previous Director, Maree Garrigan. The Education Minister recognised, at a function, Maree's service to Education in the Northern Territory and Nationally. Since the beginning of 2024, the Board has seen several new appointments to position in the Office of the Board, bringing a renewed sense of pride and commitment to the important work of the Board.

Looking Ahead

As we move into the next year, the Board is committed to building on our successes and addressing the challenges that lie ahead. Our priorities include:

We will review and update our policies and guidelines to ensure they remain relevant in a rapidly changing educational environment.

Supporting Teacher development: We recognise the increasing pressures on teachers and are committed to supporting their professional development through targeted resources and making professional development more accessible to teachers across the Territory.

Strengthening Partnerships: We will continue to engage with our stakeholders, fostering strong partnerships that contribute to the overall improvement of educational outcomes in the Northern Territory.

Conclusion

In closing, I would like to extend my sincere gratitude to my fellow Board members, the Office of the Board staff, and all registered teachers for their dedication and hard work over the past year. Together, we have made significant strides towards our shared goal of ensuring that every student in the Northern Territory has access to high-quality education delivered by skilled and committed teachers.

I am confident that the coming year will bring new opportunities and continued success for the Board. Thank you for your ongoing support and commitment to the teaching profession.

Lorraine Hodgson

Our Board

Overview

The Teacher Registration Board of the Northern Territory (the Board) is an independent statutory body established 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 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 NT in the best interests of children and the community.

The Board is directly responsible to the Minister for Education and works cooperatively with all employers of teachers, as it is not responsible to any employer group.

Establishment of the Board

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

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



Functions of the Board

Registration of Teachers

01

The Board ensures the quality of the teaching force in the NT through the registration of all teachers and by granting employers authority to employ, where appropriate, unregistered people as teachers. The Board makes recommendations to the Minister in relation to the minimum qualifications and other requirements for registration in the NT.

Professional Development

02

The Board promotes the professional learning and development of all teachers by approving the framework for Professional Development. The Board further liaises with the Department of Education (DoE) who administer the *Education Act 2015*, 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

03

The Board accredits initial teacher education (ITE) courses and liaises with institutions providing ITE in the NT.

Quality Teaching

04

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

Professional Standards and Ethics

05

The Board develops and approves professional teaching standards and other professional standards. The Board maintains a Code of Ethics for teachers across the NT.

Complaints and Notifications

06

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.

Board Membership

The Board consists of 12 members appointed by the Administrator of the NT. The nominating organisations are specified in section 7(1) of the Act and are representative of the Government, Independent and religious school sectors, education union bodies, higher education institutions, parent teacher, and principal associations, representative of the diversity of the teaching profession in the NT.

Members represent a breadth of gender, geographical locations, cultural backgrounds, and experience in the education sector.

As of 30 June 2024, membership of the Board comprised of:

Position	Member Name	Term Expiry
Teacher nominated by Professional Teachers' Association of the Northern Territory - section 7(1)(k) of the Act Chairperson	Lorraine Hodgson	October 2024
Teacher nominated by the Northern Territory Principals' Association – section 7(1)(d) of the Act Deputy Chairperson	Susanne Fisher	October 2024
Person nominated by the Chief Executive of the Department of Education – section 7(1)(a) of the Act	Joe Hewett	October 2026
Educator nominated by the Catholic Education Office – section 7(1)(g) of the Act	Shane Donohue	October 2026
Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education – section 7(1)(c) of the Act	Greg Hauser	October 2024
Educator nominated by Charles Darwin University - section 7(1)(h) of the Act	Vacant	October 2026
Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union - section 7(1)(b) of the Act	Danielle Schmidt	October 2024
Teacher nominated by the Northern Territory Branch of the Australian Education Union - section 7(1)(b) of the Act	Gordon Canning	October 2026
Educator nominated by the Batchelor Institute of Indigenous Tertiary Education - section 7(1)(i) of the Act	Evelyn Schaber	October 2026
Person nominated by the Northern Territory Council of Government School Organisations - section 7(1)(j) of the Act	Vacant	October 2026
Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union - section 7(1)(f) of the Act	Erica Shultz	October 2024
Educator nominated by the Association of Independent Schools of the NT - section 7(1)(e) of the Act	Joel Van Bentum	October 2024

Board Decision Making

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, as well as the NT Government Boards Handbook.

Teachers, parents, students, and stakeholders should feel confident that the Board:

- Performs its duties in a fair and impartial way.
- Uses its 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.

Board Meetings

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

MEETING NO.	DATE	VENUE	DURATION
1.	3 August 2023	Videoconference	>1 hour
2.	14 September 2023	All Day	All Day
3.	26 October 2023	Videoconference	2 Hours
4.	7 December 2023	All Day	All Day
5.	21 December 2023	Email resolution	2 days for response
6.	18 January 2024	Videoconference	2 Hours
7.	7 March 2024	All Day	Full day
8.	18 April 2024	Videoconference	2 Hours
9.	23 May 2024	All Day	Full day
10.	20 June 2024	All Day	Full day

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

MEETING NO.	DATE	VENUE	DURATION
11.	8 November 2023	Email resolution	2 days for response
12.	28 March 2024	Videoconference	>1 hour
13.	27 June 2024	Email resolution	2 days for response

Board Member Attendance

Board member attendance at scheduled and out-of-session meetings for the reporting period can be seen below:

Provision	Board member	3-Aug-23	14-Sep-23	26-Oct-23	OOS 8/11/23	7/12/23	Email circulation 21-12-23	18-Jan-24	7-Mar-24	OOS 28/03/24	18-Apr-24	23-May-24	20-Jun-24	OOS 27/06/24
7(1)(a)	Joe Hewett	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(b)(i)	Danielle Schmidt	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(b)(ii)	Gordon Canning	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(c)	Greg Hauser	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(d)	Susanne Fisher	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(e)	Joel Van Bentum	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(f)	Erica Schultz	Term not started	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(g)	Shane Donohue	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(h)	Ruth Wallace	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Resigned	Resigned
7(1)(i)	Evelyn Schaber	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended
7(1)(j)	Marisa Boscato	Attended	Attended	Attended	Resigned	Resigned	Resigned	Resigned	Resigned	Resigned	Resigned	Resigned	Resigned	Resigned
7(1)(j)	Tabby Fudge	Term not started	Term not started	Term not started	Term not started	Term not started	Term not started	Term not started	Term not started	Term not started	Term not started	Attended	Resigned	Resigned
7(1)(k)	Lorraine Hodgson	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended	Attended

Legend: ■ Attended ■ Absent ■ Term not started ■ Resigned

Board Member Official Travel

The following table represents the official travel conducted by Board members in 2023-24 to attend all-day, face to face Board meetings in Darwin.

Board Member	Travel route	Number of meetings
Danielle Schmidt	McArthur River	2
Joseph Hewett	Elcho Island	3
Joel van Bentum	Sydney	1

Strategic Direction

Strategic Plan 2023-25

The Strategic Plan 2023-25 sets the Board's vision, values, strategic priorities, objectives, and actions. This 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.

Our Vision

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



Our Strategic Priorities

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

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.

01 Safety

Innovation 02

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.

03 Growth

Connection 04

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

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

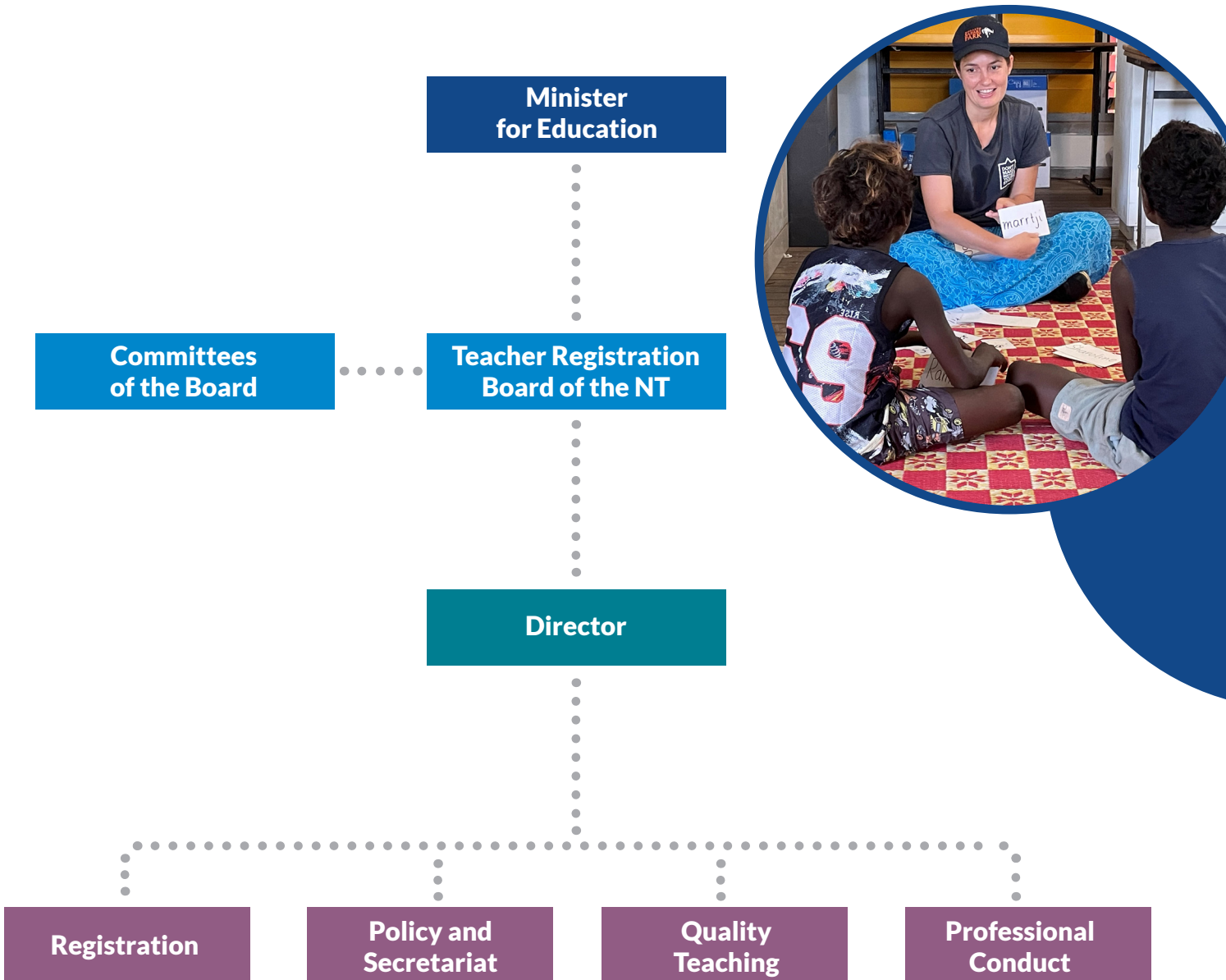
05 Responsiveness



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 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 and employers may search the electronic publicly available register to ascertain whether a teacher holds current registration. The information available on the publicly available register include:

- the teacher's name
- registration number
- category of registration (provisional or full)
- the date to which a teacher's registration fees have been paid.

The register can be accessed online via the board's website.

Information Privacy

The Information Act defines 'personal information' as information held by the government from which a person's identity is apparent or is reasonably able to be ascertained.

The Board only collects and uses information necessary for, or related to statistics, research, planning and reporting purposes of its functions, services and operations.

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 of, and proper preservation of records.
- 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 stakeholders and the public about 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.

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 at each meeting, and then in the minutes of each Board meeting in which the matter is considered and the conflict relates.

Conflicts of interest

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, 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



Our Committees

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

These 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 representative.

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 NT strategic projects, engaging with the teaching profession, and assisting the Board to fulfil its regulatory and professional functions.

Initial Teacher Education Committee

Governance and purpose of ITEC

ITEC fulfils the functions of the Board outlined in section 11(d) of the Act. ITEC advises the Board on the assessment and accreditation of ITE programs delivered in the NT. This ensures graduates meet the Australian Professional Standards for Teachers (APST) at the career stage for Graduate teachers. ITEC has contributed to the work of the Board overseeing complex issues at both national and local levels.

As a representative body of the teaching profession in the NT, ITEC advises the Board on strengthening ITE, including national standard setting for accreditation of ITE courses.

Functions

ITEC performs the following functions:

- Considers strategic, policy or procedural matters related to ITE in the NT.
- Provides advice to the Board on ITE matters.
- Makes recommendations to the Board on matters relating to ITE.
- Highlights best practice and opportunities for innovation.
- Provides contributions to projects where required.

The Board's functions in this regard include:

- Promoting and supporting the development of panel members to sit on accreditation panels.
- Researching and promoting best practice in the delivery of ITE.
- Providing support and recognition in the accreditation of quality ITE programs in the NT.
- Maintaining an understanding of the national and political landscape for the assessment and accreditation of ITE programs across Australia.

ITEC Membership

The membership of ITEC as of 30 June 2024 comprises:

POSITION ON COMMITTEE	MEMBER NAME	CURRENT ROLE
Chairperson	Claire Bartlett	Lecturer in Education, Charles Darwin University
Board representative	Joel Van Bentum	Previous Principal at Marrara Christian College.
Department of Education - Primary	Vacant	
Department of Education – Secondary	Kylie Murphy	Assistant Principal, Northern Territory School of Distance Education
Representative from the Department of Education’s Educational Leadership Culture and Care division	Janine Matheson	Teacher Pipeline Manager, Educational Leadership Culture and Care division
Association of Independent Schools Northern Territory – Primary	Sarah Davis	Certified Highly Accomplished Teacher, Good Shepherd Lutheran College (St Andrew’s Campus)
Association of Independent Schools Northern Territory – Secondary	Rebecca Dimmock	Assistant Principal, Marrara Christian College
Catholic Education Northern Territory – Primary	Michelle Garbutt	Principal consultant, Catholic Education Northern Territory
Catholic Education Northern Territory – Secondary	Jennifer Edstein-Boyes	Principal consultant, Catholic Education Northern Territory
Charles Darwin University	Dr Georgie Nutton	Senior Lecturer in Education – Course Coordinator
Charles Darwin University	Dr Bing Lui	Lecturer in Education
Representative of the Aboriginal teacher workforce	Vacant	

ITEC Meetings

4 meetings were held during the reporting period:



Work of the ITEC

ITEC works closely with Charles Darwin University (CDU) as the sole provider of ITE in the NT. This included working on the recommendations of the Teacher Education Expert Panel final report that was released in July 2023, and the addendum to the accreditation standards and procedures in accrediting ITE courses.

CDU put forward three courses to be accredited during the reporting period and they were accredited by three separate panels:

- Bachelor of Education Primary
- Bachelor of Education Primary Master of Teaching Secondary
- Bachelor of Education Secondary

Quality Teaching Committee

Governance and purpose QTC

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

The QTC is a representative body of the teaching profession in the NT, established to assist the Board in its development and implementation of initiatives, resources and policies regarding the improvement of quality teaching in the NT.

Functions

The QTC performs the following functions:

- Making recommendations to the Board regarding strategic, policy or procedural matters related to quality teaching in the NT.
- Providing collective advice to the Board on quality teaching matters.
- Developing and promoting strategic priorities for the professional development of teachers in the NT.
- Considering the application and operation of the Australian Professional Standards for Teachers (APST) and other professional standards.
- Developing and maintaining practice guidelines, including the Code of Ethics for the teaching profession.
- Assisting in developing competencies of teachers during the early stages of the teachers' careers
- Researching and promoting best practice and opportunities for innovation.

Meetings

Three meetings were held during the reporting period:



Membership

The membership of QTC as of 30 June 2024:

MEMBER NAME	PROFESSIONAL POSITION
Jacinta Berger – Chairperson	Classroom Teacher – Certified Lead Teacher
Danielle Schmidt	Board member Registered Teacher
Donna Davies	Relief and contract teacher
Carrie Gledhill	Classroom Teacher – Certified Lead Teacher
Mike Tucker	Principal/Chief Executive Officer Nyangatatjara College
Tracy Woodroffe	Active Lecturer and Researcher Charles Darwin University
Ali Brady	Principal Bakewell Primary School
Tim O’Sullivan	Assistant Principal Gillen Primary School
Melinda Kealy	Principal Anula School
Shirley Worsfold	Relief Teacher
Rebecca Carter	Classroom Teacher – Certified Highly Accomplished Teacher

Employer Reference Committee

Governance and purpose of ERC

ERC fulfils the functions of the Board outlined in section 11 of the Act relative to employers and employer relations. ERC is a representative body of teacher employers in the NT, established to assist the Board in all matters relating to the registration of teachers.

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

Meetings

Two meetings were held during the reporting period.

22 August 2023

13 February 2024

Functions

ERC provides 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, discipline and compliance.
- Assessing and providing advice to the Board on risk and risk management.

ERC Membership

The membership of ERC as of 30 June 2024 is as follows:

POSITION ON COMMITTEE	MEMBER NAME	CURRENT ROLE
Chairperson	Lorraine Hodgson	TRB Board Member and Board Chair
Board representative	Greg Hauser	Teacher
Catholic Education Northern Territory	Paul Greaves	Director, Catholic Education Northern Territory
Department of Education	Hayley Green	Acting Executive Director, Educational Leadership, Culture and Care
Association of Independent Schools Northern Territory	Cheryl Salter	Executive Director, Association of Independent Schools Northern Territory
Christian Schools Association Northern Territory	Glynnis Few	Manager, Human Resources and Payroll, Christian Schools Association Northern Territory

Work of the ERC

- Discussion and advice regarding the national teacher workforce shortage and current staffing levels in NT schools, including the increase in employers applying for authorisations to teach in remote and difficult to fill positions.
- Consultation on proposed legislative reform initiatives, including the proposed mandatory registration of early childhood teachers in non-school settings.
- Discussion and advice regarding Australian Teacher Workforce Data (ATWD) 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, including the risk classification matrix regarding teacher conduct.



Our Office

Responsibilities

The Office of the Board provides strategic and operational support to the Board on a range of matters including:

- Assessment of applications for registration and authorisation.
- Management of registration and renewal processes.
- Accreditation of ITE programs.
- Management of disciplinary proceedings (complaints, preliminary investigations, and inquiries).
- Annual audits.
- Administration and management relating to financial matters.
- Secretariat and governance support to the Board and its committees.
- Certification of teachers in the HALT career stages.

Streams of work in the office

Registration

The Registration team is responsible for registering teachers and maintaining the official register, including Board outcomes, conditions, and compliance. The Registration team ensure the accuracy and integrity of the database, managing all categories of registration applications.

The Registration team actively communicates with teachers to keep them informed of their responsibilities regarding all facets of registration, providing support to facilitate this process.

Additionally, the Registration team manage registration data and compile statistics for reporting purposes. By overseeing these critical functions, the Registration team ensure that teachers are properly registered and compliant with regulatory standards. Therefore, supporting the Board's commitment to maintaining high standards in the teaching profession.

Policy and Secretariat

The Policy and Secretariat Team deliver quality, high-level administration and secretariat support to the Board and the Office of the Board to ensure decision making and Board outcomes are within the legislative framework.

This team is responsible for the management, review, development and implementation of policy, frameworks and procedures through effective engagement with stakeholders and ensuring consistency with national initiatives.

The team support the operations and governance of the Board including organising and facilitating all aspects of Board member appointments, meetings, recording and communicating Board decisions and outcomes and act as the conduit between the Board and the Office of the Board.

The team liaises with the Minister's office, Cabinet Office, Executive Council and the Department of Education to support the functions of the Board and to respond to high-level requests and prepare briefs as required.

Professional Conduct

The Professional Conduct team supports the Board with carrying out its disciplinary function in accordance with the Act. It deals with complaints about teachers, supports the running of preliminary investigations and inquiries in relation to teachers. This involves high level case management with a risk management approach, analysing evidence, preparing briefs, providing expert advice and the compilation of high level briefings and reports.

This includes coordination of legal resources, research, and the provision of services required to facilitate investigative, inquiry and prosecutorial processes of the Board. The Professional Conduct team works closely with the education sector in the NT, including principals, teachers, and other stakeholders such as legal counsel and unions to ensure that only people who are appropriately qualified, fit and proper, and competent to teach are employed as teachers in the NT.

Quality Teaching

The Quality Teaching team collaborates across all stages of the teaching lifecycle to assist teachers in meeting the APST. This includes support for teachers on authorisation, preservice teachers, transitioning from provisional to full registration, and individuals applying for HALT certification.

With an excellent understanding of the APST, the team is well-equipped to assess and apply them as needed. The team also works with ITE providers to accredit courses, ensuring graduates meet the required APST upon completion. They provide comprehensive support to teachers, enhancing their mentoring and coaching abilities, and deepening their understanding and application of the APST.

This work spans the NT, and is conducted with a national perspective, collaborating with other jurisdictions to ensure consistency across Australia. Through these efforts, the team plays a crucial role in upholding and advancing the quality of teaching within the profession.

Office Management

Office Management plays a crucial role in ensuring the smooth operation of the office and the Board. This includes coordinating and administering office activities, such as travel arrangements for staff and Board members and facilitating meetings. Responsibilities encompass managing procurement, office supplies and equipment, as well as maintaining accurate records.

The team oversee information systems, financial processes, and budget expenditure,, ensuring that all financial transactions are accurate and transparent. Additionally, they handle building management to maintain a functional and safe workspace.

By providing a well-organised and supportive work environment, office staff are able to focus on their core responsibilities. Through these efforts, the team ensures efficient workflows and effective communication across all stakeholders, maintaining a productive and positive work atmosphere.

Organisational Structure

The Office of the Board supports the Board to achieve its functions. The structure of the Office of the Board as at 30 June 2024 is below:

Director ECO2			
Quality of Teaching	Registration	Professional Conduct	Policy and Secretariat
Manager Quality Teaching	Senior Registration Officer	Manager Professional Conduct	Manager Policy and Secretariat
Quality Teaching Consultant	Registration Officer	Professional Conduct Officer	Senior Policy Officer
	Registration Assistant	Professional Conduct Officer	Secretariat Officer
	Administration Assistant		

Finance

The Board operates on a budget provided by the NT Government and allocated by the Department of Education.

The total revenue generated by the Board from registration fees for 2023-2024 was approximately \$651,441 (including HALT fees of \$15,525). These figures represent an increase of \$72,401 from the previous year. A breakdown of the Board's expenditure for 2023-2024 is as follows:

	BUDGET \$000	ACTUAL \$000	VARIANCE \$000
Employee wages	1,649	1,520	-129
Operational expenditure	263	282	19
Total Rounded	1912	1802	-114
HALT National Certification	-37	-16	21
Relief Teachers less than 15 days	5	0	-5

Information technology support

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

Office of the Board - 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 ITE course of at least one-year duration.

Applicants must also demonstrate they are able to teach in accordance with the APST, 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

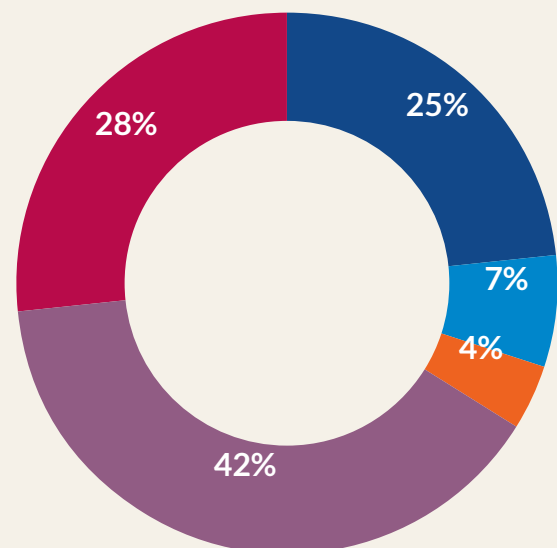
The annual registration fee for the 2023-2024 financial year was \$101.00. New applicants for registration can pay for up to three years in advance. Registered teachers can pay for more than one year, but not beyond their term of registration expiry date.

Number of Teachers Registered

There were 5605 registered teachers in the NT in the 2023-24 period. This is an increase of 78 teachers compared to the previous financial year.

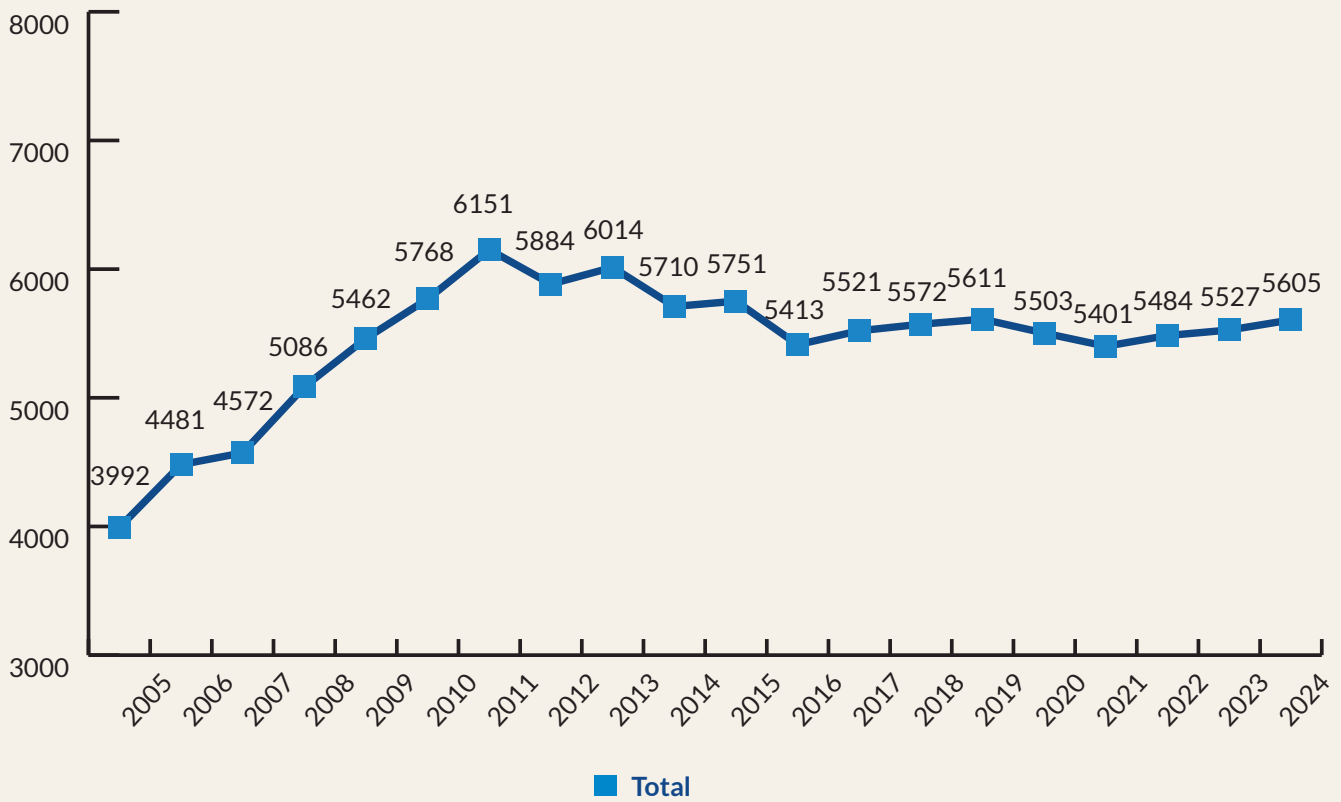
Registration Statistics

Of the teachers registered in the NT as at 30 June 2024:



- Were born overseas
- Hold teaching qualifications from another country
- Identify as Aboriginal and/or Torres Strait Islander
- Have come to the NT from another jurisdiction
- Have held registration in the NT for 10 or more years.

Number of teachers registered



Number of registered teachers as at 30 June

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 904 new applications for registration 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 36 instances of applications categorised as being ‘hard’ (Schedule H). These applications require that additional research be undertaken, or enquiries made, and presented to the Board on a case-by-case basis. Of the 36 instances recorded below in Table 1, twenty-nine 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 2 is therefore an accurate representation of the number of new teachers registered in 2023-24.

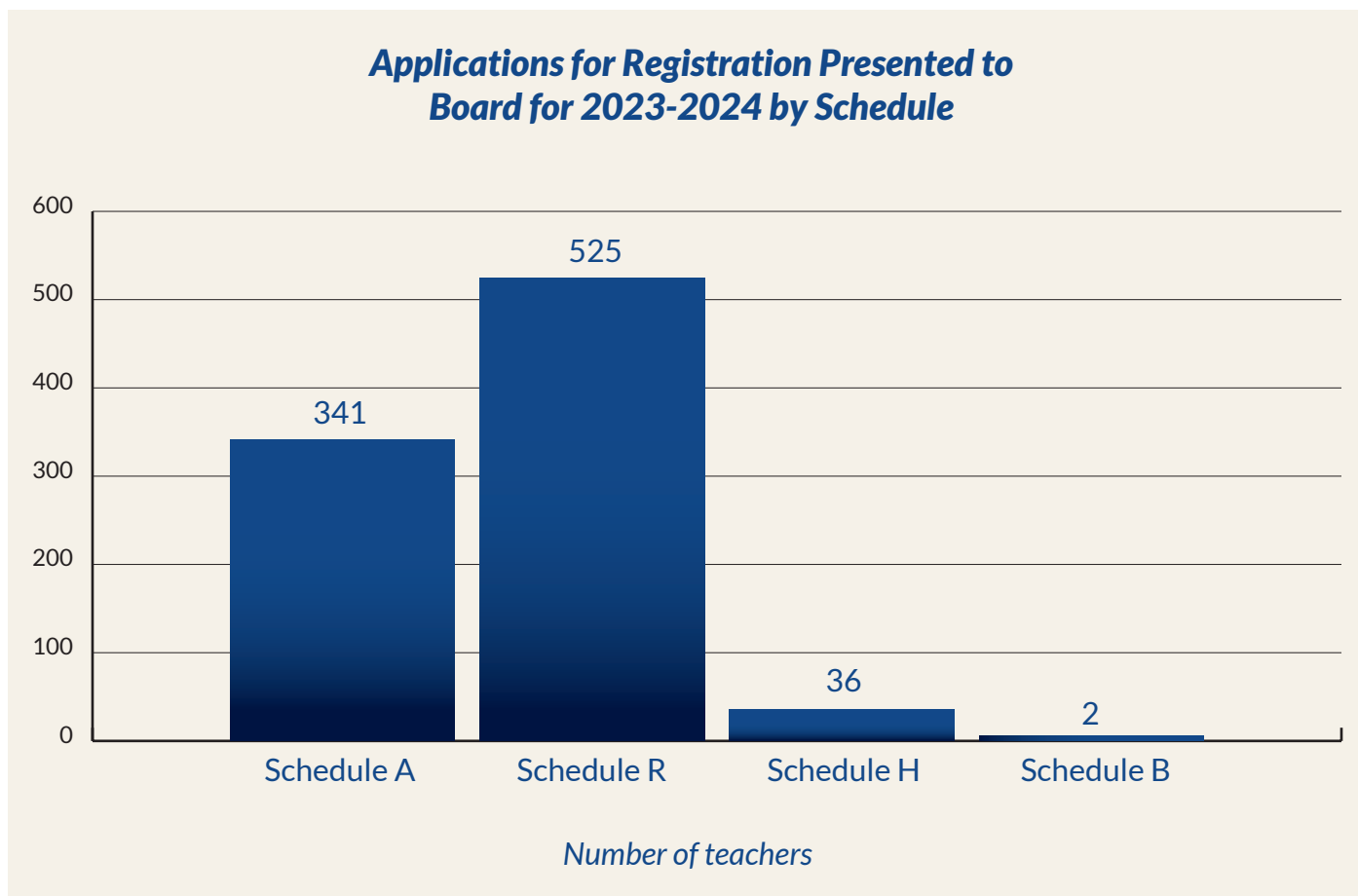
In addition to the applications assessed for new applicants, 591 other applications for registration were submitted by registered teachers and assessed this financial year. This comprised of 213 applications from provisionally registered teachers who were seeking to transition to full registration, 98 applications for provisionally registered teachers applying to renew their term of provisional registration (for another two years), and 280 applications for registered teachers applying for renewal of their full registration.

Registration schedules

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

Schedule A (registration)	Four years of full-time study at a higher education institution, with at least one year of an approved ITE course. Many applicants in this Schedule have post graduate qualifications beyond the required four years. This Schedule includes applicants with overseas qualifications.
Schedule B (registration)	Less than four years of tertiary education, but at least one year of an approved ITE course. All applicants in this Schedule were employed as teachers in the NT in 2005 and were registered under a transitional clause in the legislation.
Schedule R (registration)	Existing registration with an Australian or the New Zealand registration authority. Applicants in this schedule applied for registration under MR.
Schedule H (registration)	Application for registration that is assessed as being 'hard'. Applications in this schedule require additional research to be undertaken, or enquiries made, by the Office of the Board before they are presented to the Board. If granted registration, the status of being Schedule H reverts to the status for one of the other relevant Schedules (for example, Schedule A, B or R).

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



New Registrations:

In 2023-24, there were 897 new teachers registered in the NT. The largest cohort of applicants applying under the mutual recognition principle held registration with the Victorian Institute of Teaching. There were 165 new graduates from CDU registered as teachers.

Table 2 - Number of new teachers registered

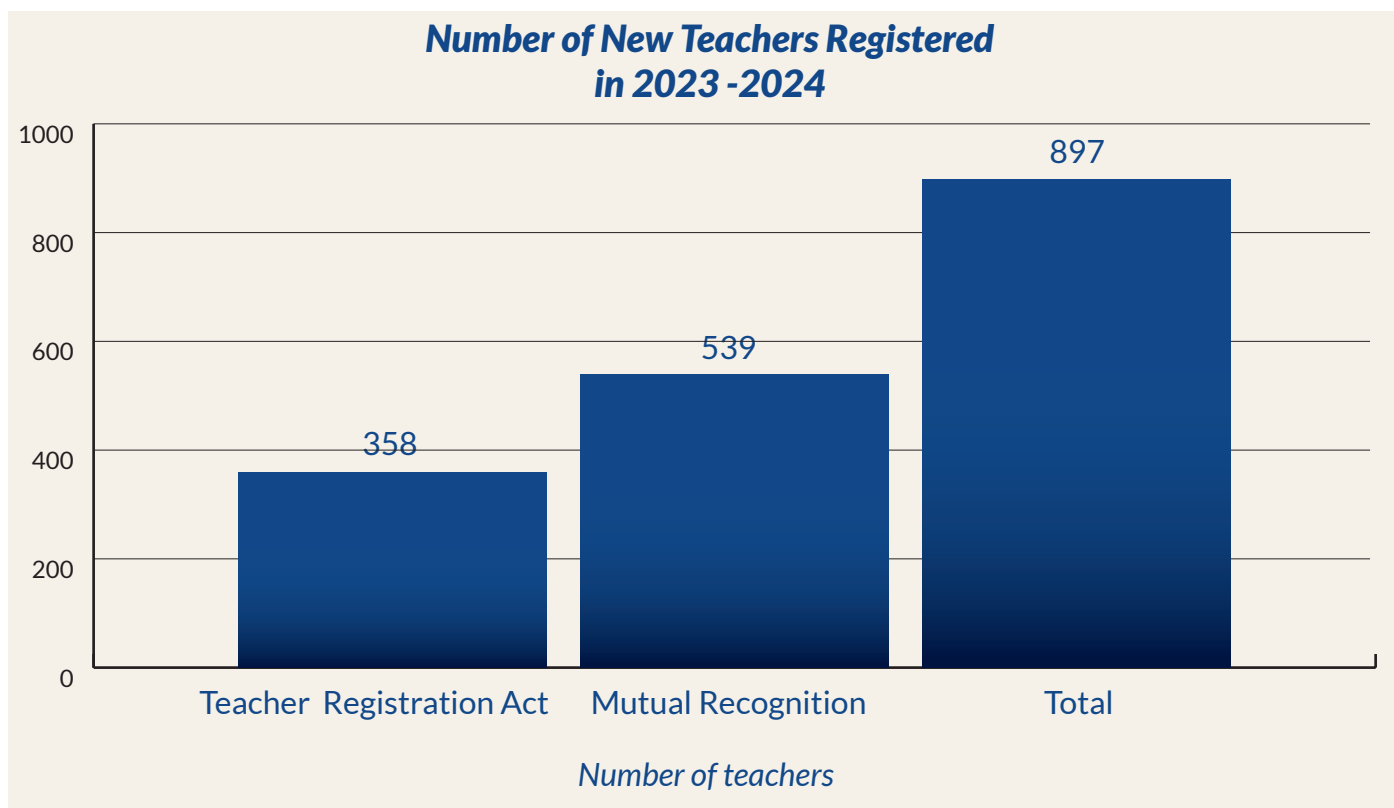
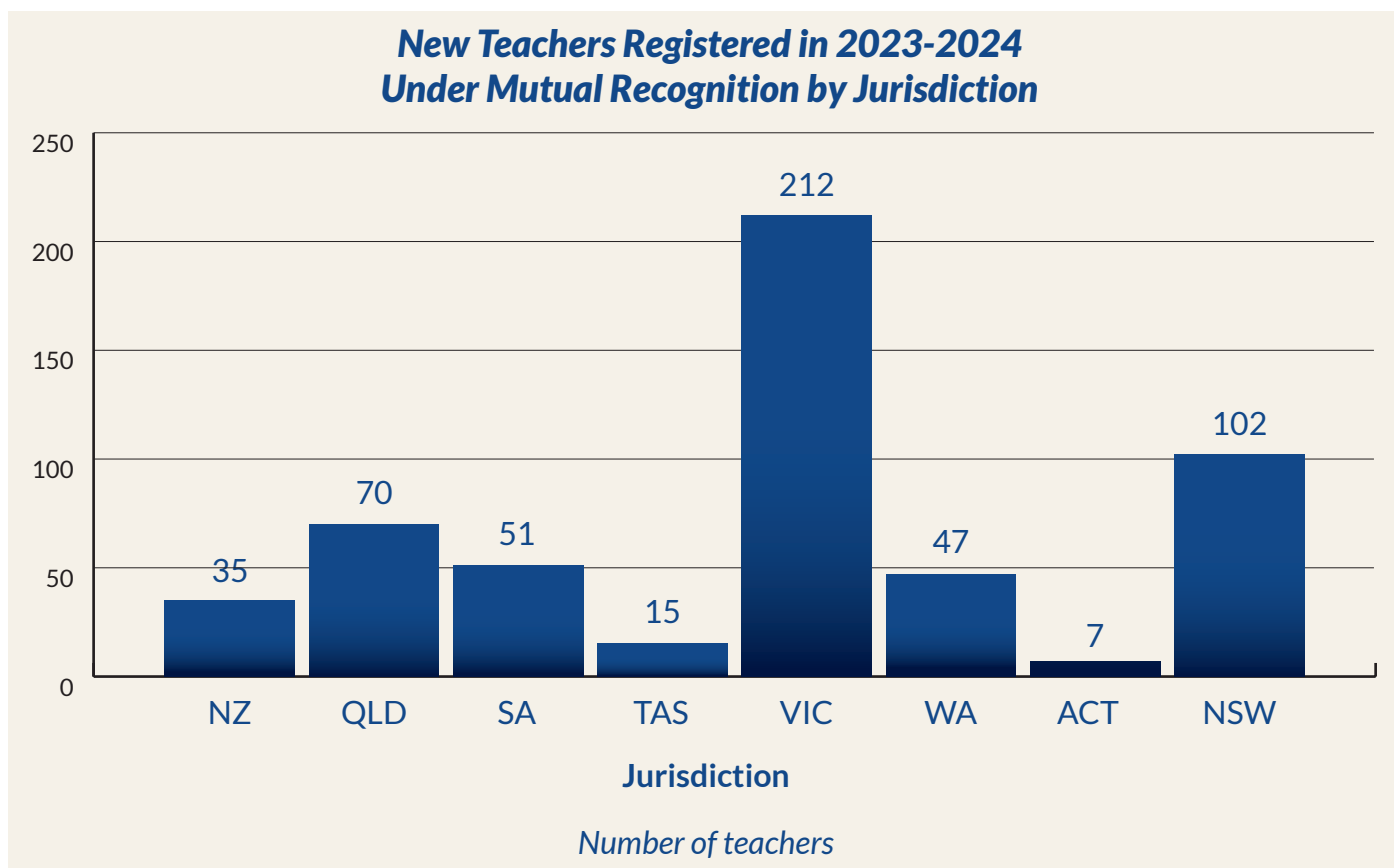


Table 3 - New teachers registered under Mutual Recognition by jurisdiction.



Demographic profile of teachers in the Northern Territory

The Board acknowledges the diversity of registered teachers in the NT, 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 NT by age

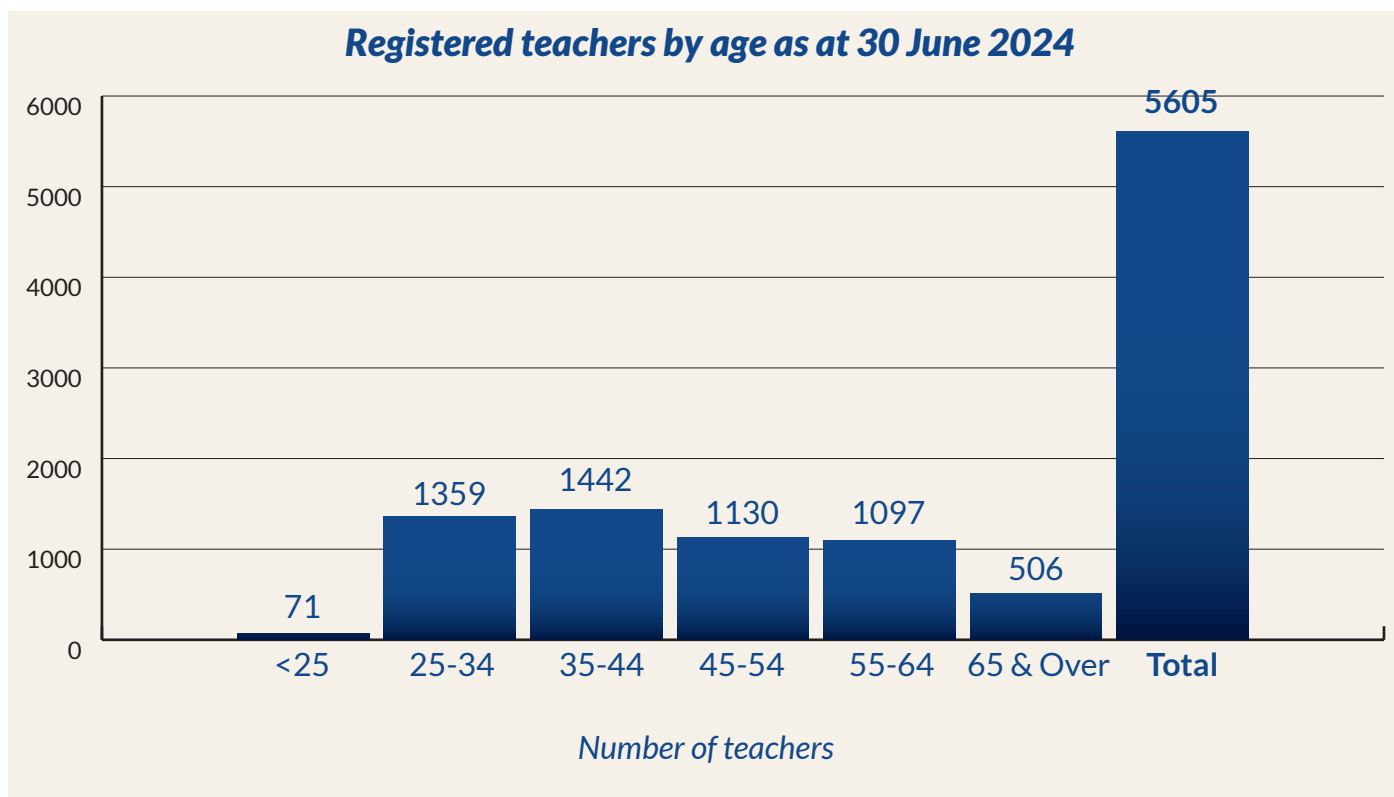


Table 5 – Registered teachers in the NT by gender

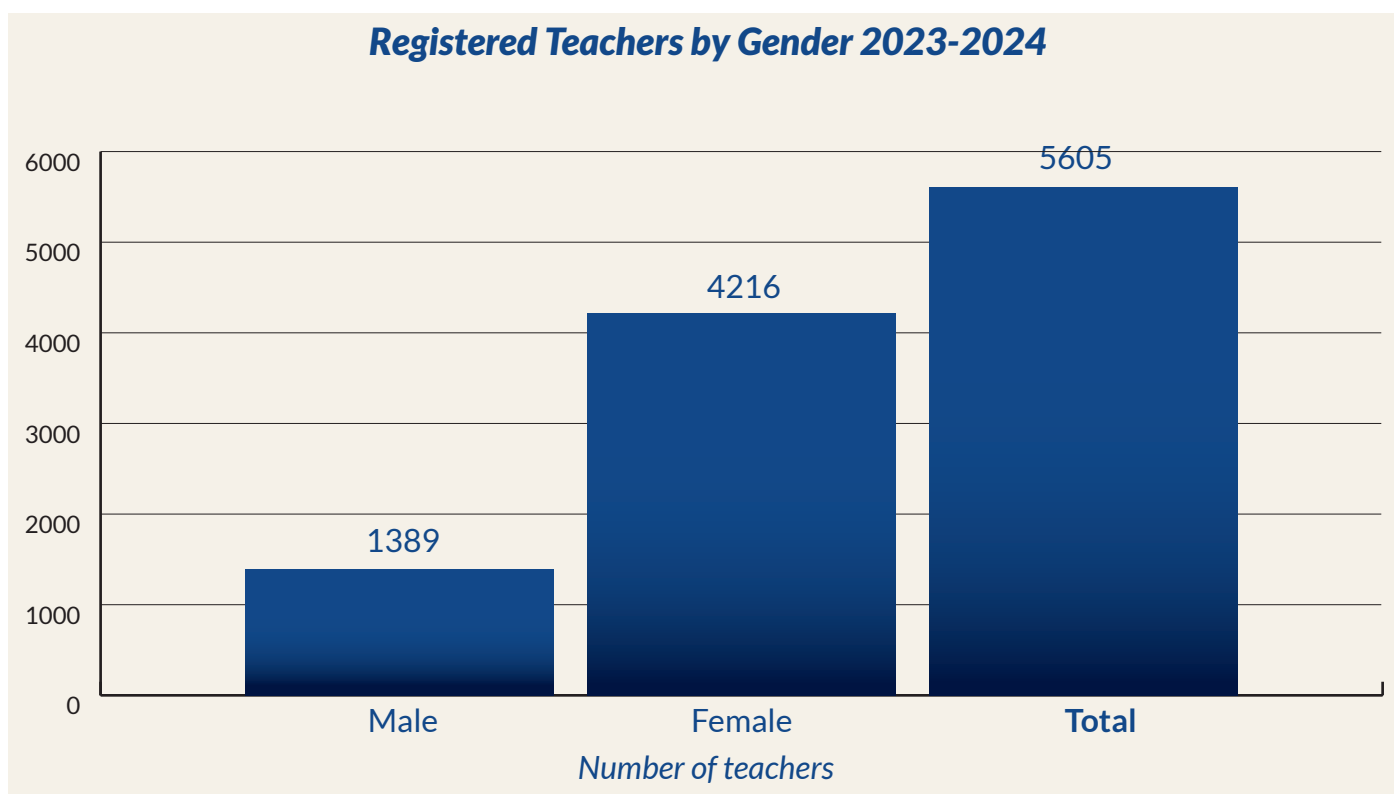


Table 6 – Registered teachers in the NT by Schedule

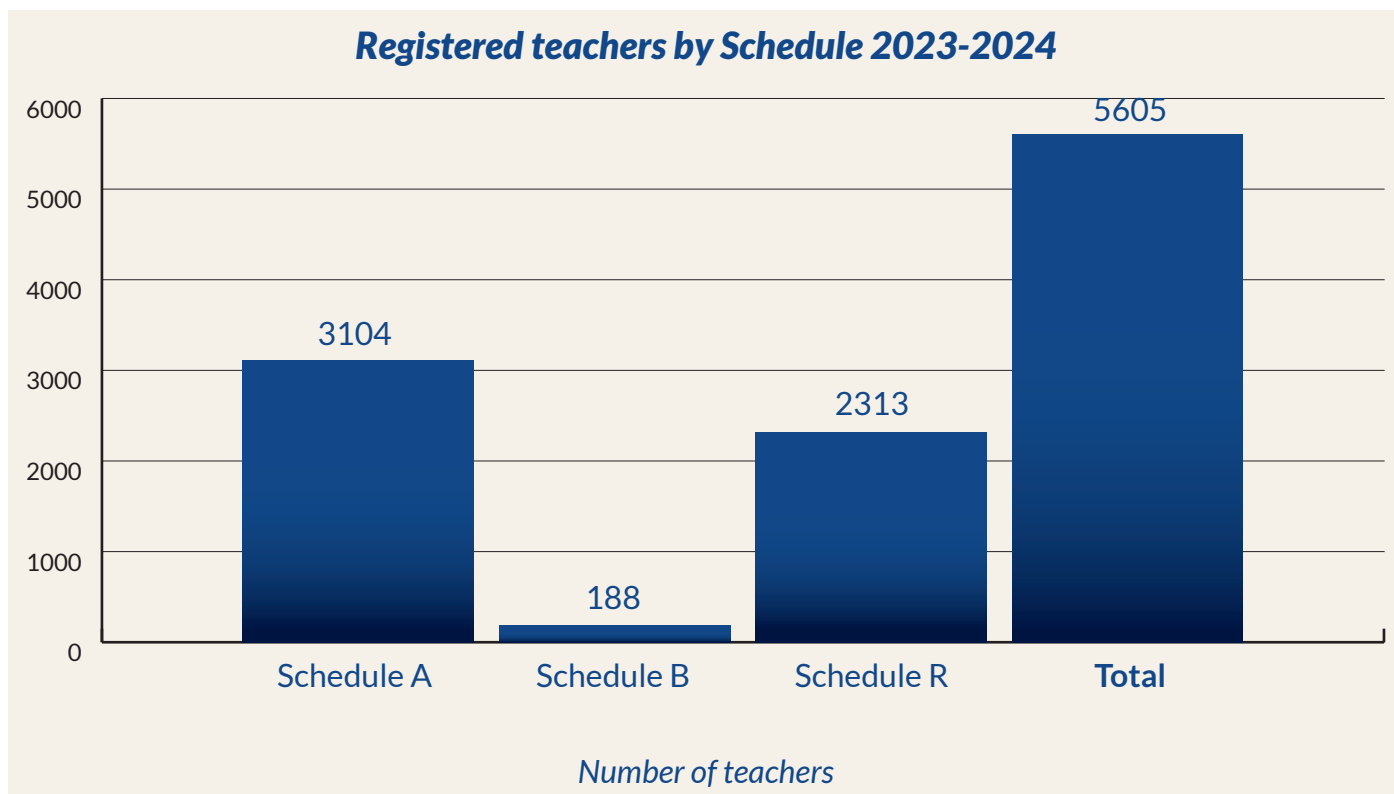
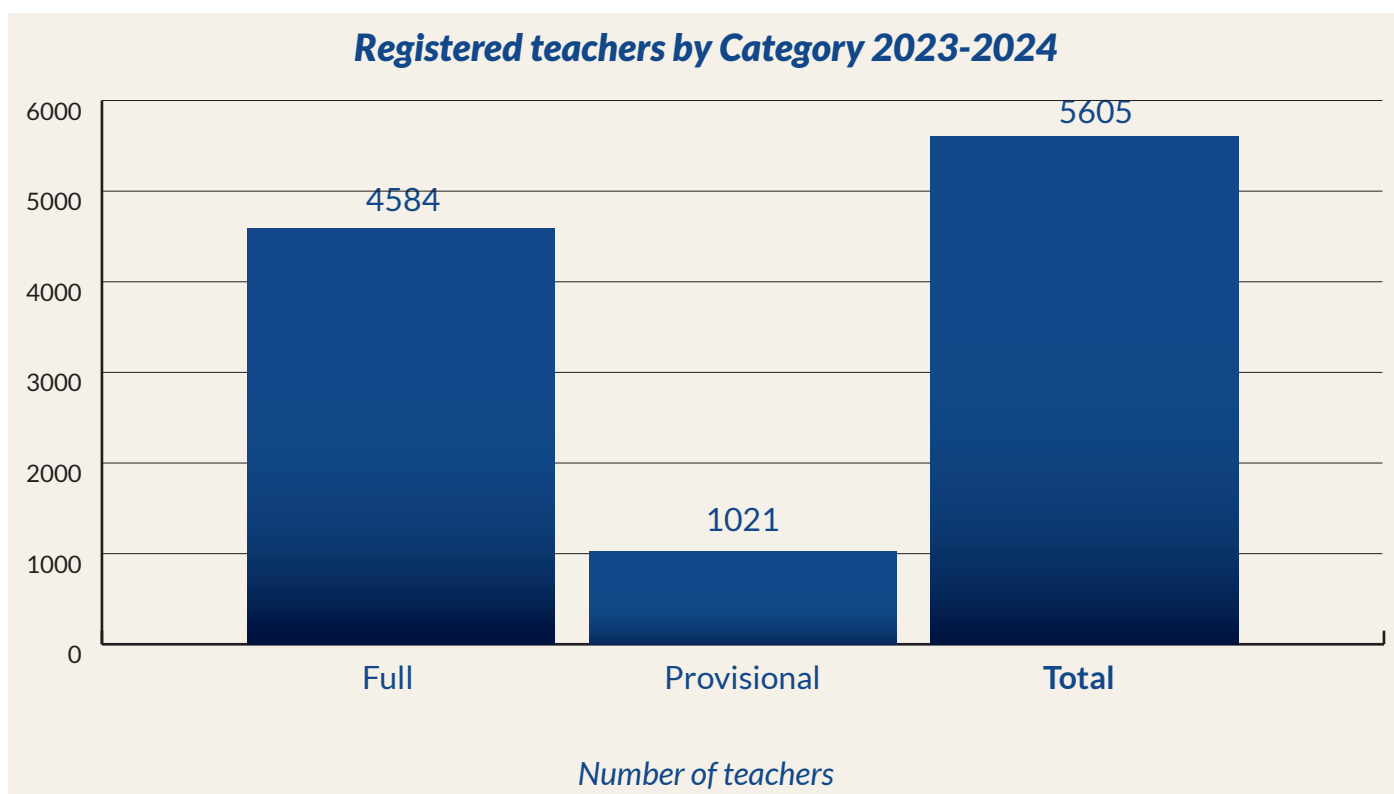


Table 7 – Registered teachers in the NT by category of registration



Registration Renewals

There were 360 fully registered teachers who completed their five-year cycle of registration by 31 December 2023. Of these, 80 teachers did not apply to renew and their registration lapsed.

Of the 280 teachers who applied to renew their five-year term of registration, 279 were granted full registration for a further five years, one teacher who did not meet the requirements for full registration, applied for and were granted provisional registration for three years.

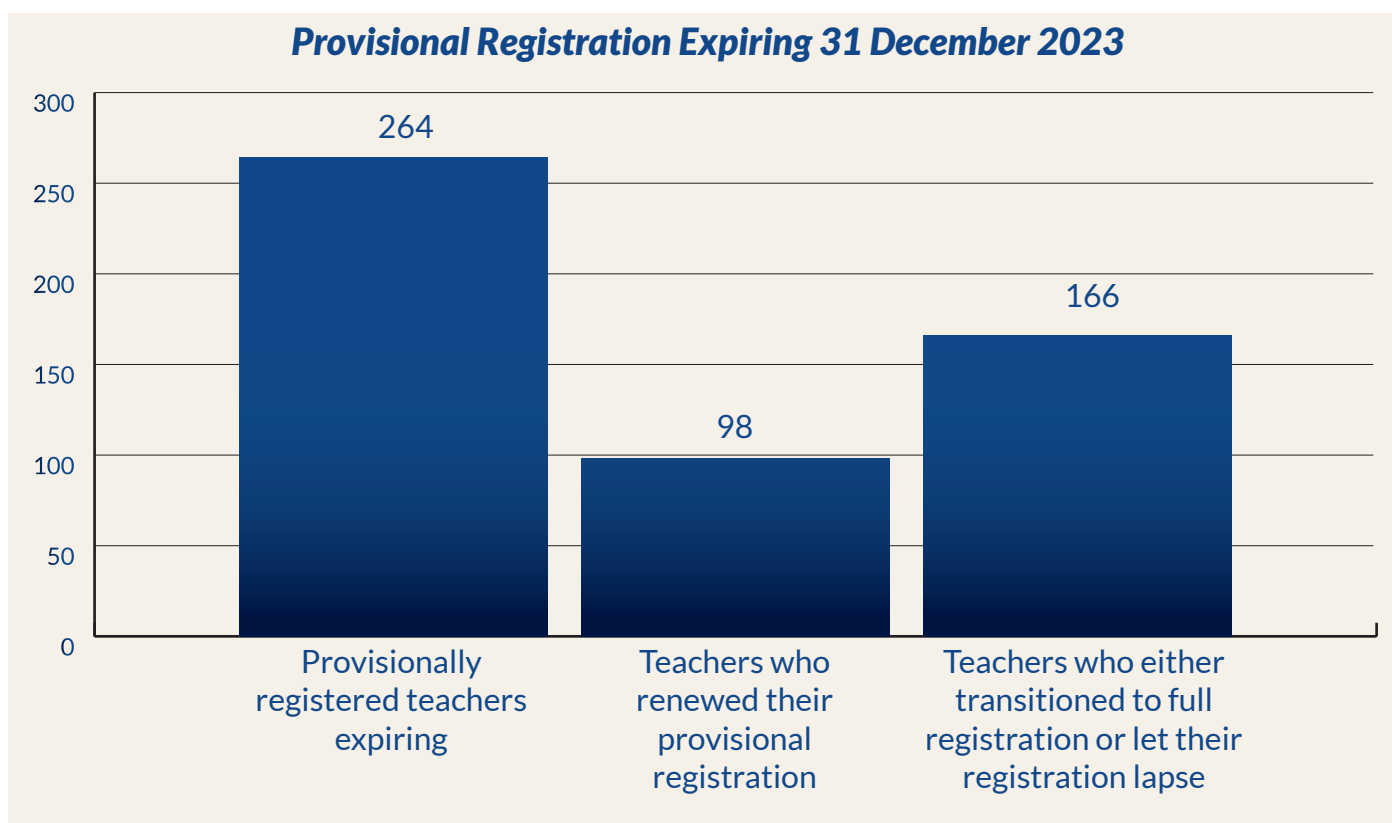
Provisional Registration

In 2023, 264 provisionally registered teachers were due to complete their three-year term of registration. Of these, 98 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2025. There were 166 teachers who 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 with:

- understanding the application process
- adhering to the Australian Professional Standards for Teachers (APST)
- collecting, collating, and annotating evidence
- preparing an application
- effective mentoring strategies.

Table 8: Number of provisionally registered teachers with registration expiry of 31 December 2023.



Names Removed from the Register

The names of four teachers were removed from the Register of Teachers in 2023-2024 at the teachers request, due to no longer residing in the NT or retirement from teaching.

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 five categories under which an employer might apply for an authority to employ an unregistered person:

Category 01

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 an approved initial teacher education course.

Category 02

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 03

Teach for Australia associates

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

Category 04

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(CDU) and other universities in Australia.

Category 05

Vocational Education Training (VET) trainers

This category relates to Vocational Education and Training (VET) trainers who are delivering certificate courses in a school.

Table 9 – Authorisations granted January 2023 – December 2023

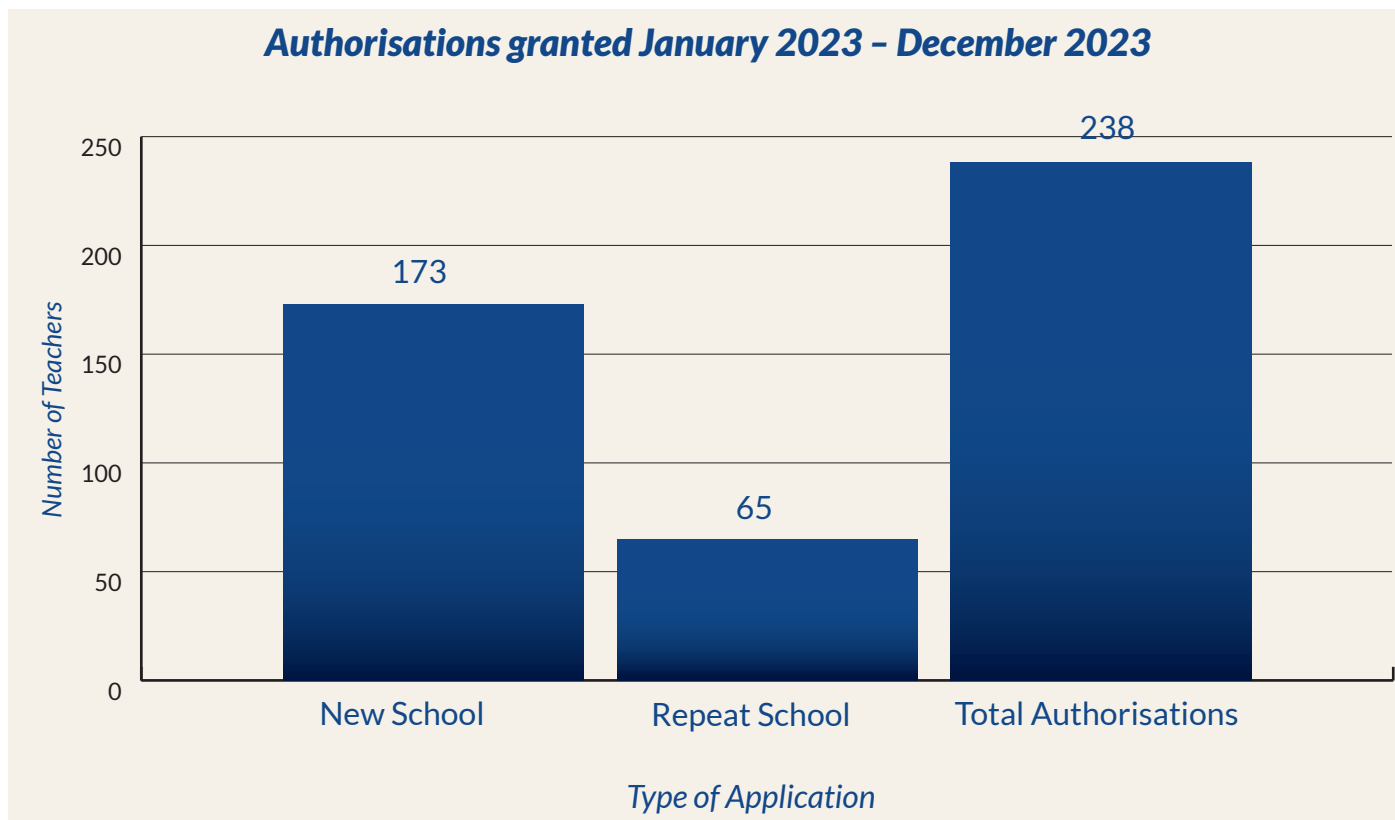
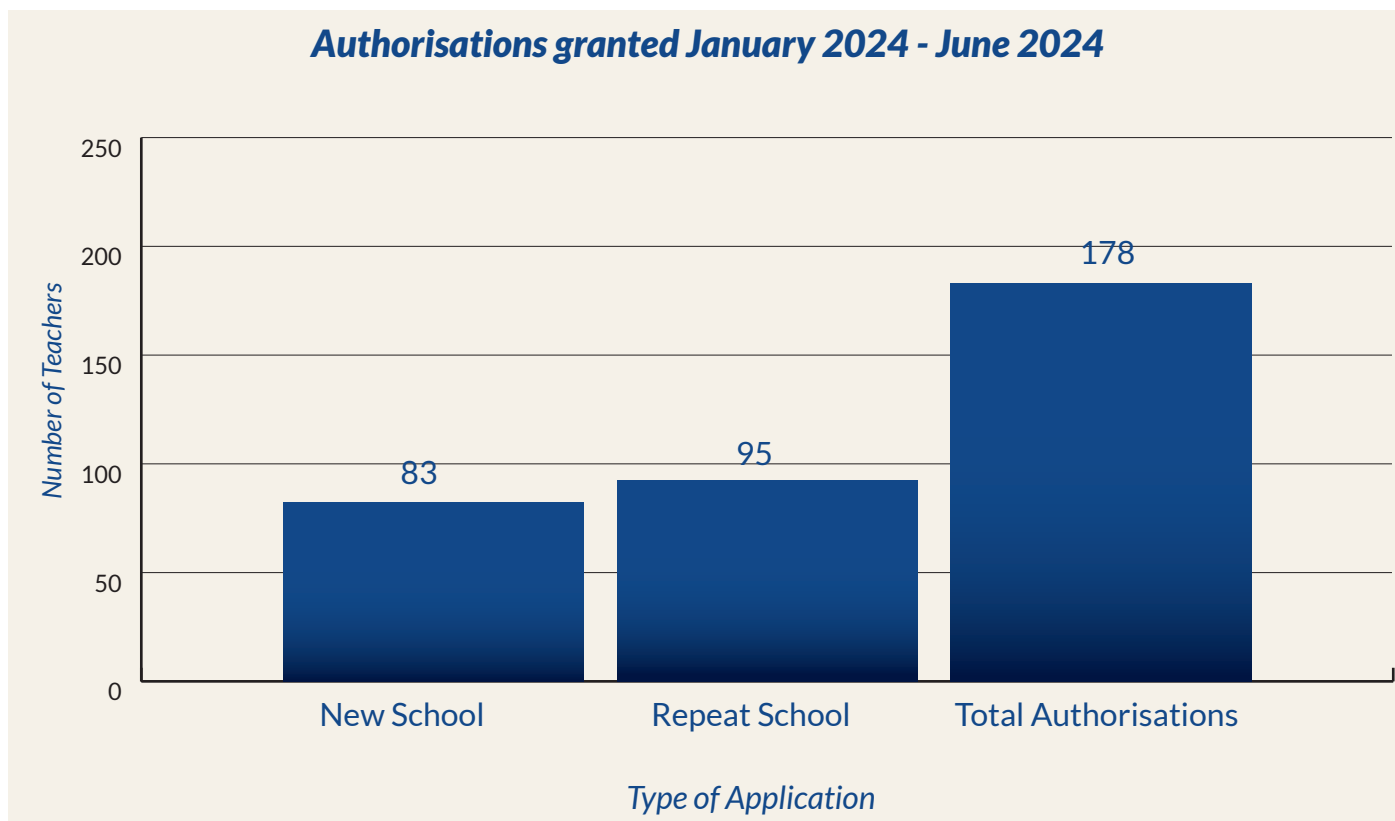


Table 10 – Authorisations granted from January 2024– June 2024





Annual Audit and Compliance

On an annual basis, the Board facilitates an Annual Return process to monitor compliance in all NT schools as prescribed by section 78 of the Act, which 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 2024, the Office of the Board commenced the 2024 Annual Return process by sending out notices in accordance with section 78 of the Act to all employers in the NT. Employers were required to provide this information by 22 March 2024 and there was relative, though not complete, adherence to those legislated timeframes by most employers.

Six persons were identified to have been teaching without registration or without authorisation as at March 2024 compared to 17 persons in March 2023. This represents a notable reduction in the number of persons teaching in schools without registration or authorisation.

Each year the Board initiates numerous strategies, such as educating stakeholders on the relevant provisions in the Act to ensure all stakeholders are made aware of their responsibilities. The Office of the Board send 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 send out letters of caution to the relevant stakeholders or pursue the prosecution of relevant stakeholders. The decision to prosecute is made considering a number of factors including the number of days a person taught without registration or authorisation, the number of reminders a person 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.

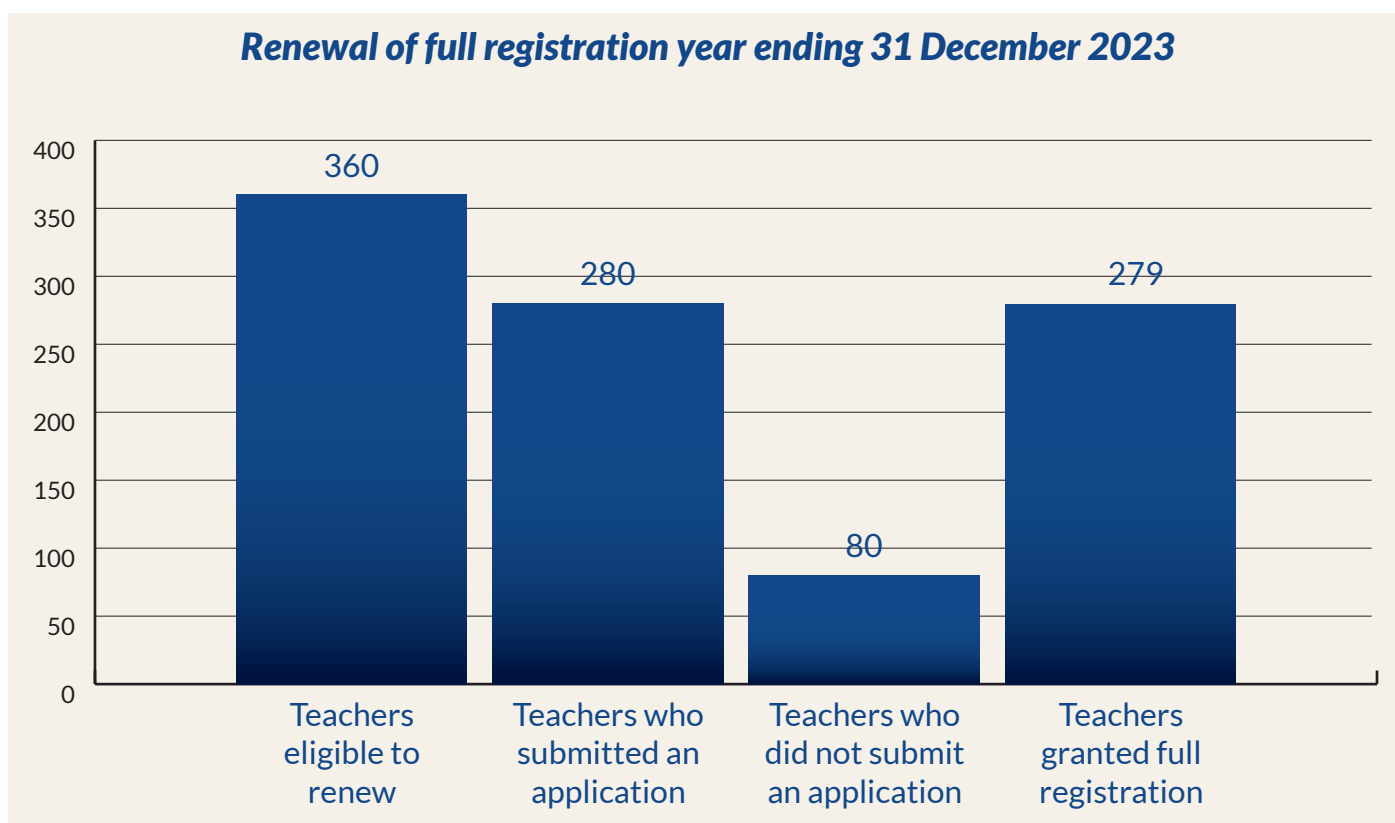
Year ending 31 December 2023

The online renewal application was opened to teachers between September and December 2023 through the online services on the Board's website. The 2023 cohort had 360 teachers eligible to renew their category of full registration:

- 280 teachers applied for renewal of full registration
- 279 teachers subsequently granted full registration
- 1 teacher did not meet the requirements for full registration and was subsequently granted provisional registration
- 80 teachers did not apply for renewal of full registration
- 36 teachers had their renewal applications audited with all teachers meeting the audit requirements.



Table 11: Summary of full registration renewal, year ending 31 December 2023.



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 NT. 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 Board reviews complaints and notifications, conducts preliminary investigations and inquiries¹ which can be initiated by:

- a person submitting a complaint to the Board about the professional conduct of a teacher or authorised person
- a notification from an employer
- a notification from NT Police or prosecuting authority such as the NT Director of Public Prosecutions
- a notification from another teacher registration authority and/or
- information received from another source including self disclosure 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 below:

Complaints:

For the period 1 July 2023 to 30 June 2024, there were a total of eight complaint matters before the Board. Of these there were:

- 4 open complaint matters as of 30 June 2024
- 4 complaint matters finalised during the reporting period.

In relation to the complaint matters, the Board took the following action:

- 2 progressed to Preliminary Investigation
- 2 were dismissed.

Notifications from Police and Director of Public Prosecutions

For the period 1 July 2023 to 30 June 2024 there were no notifications from NT Police or prosecuting authority matters before the Board.

¹The 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 1 July 2023 to 30 June 2024, the following employer notification matters were handled by the Board:

- 30 new employer notification matters received in the reporting period
- 23 open employer notification matters as at 30 June 2023
- 16 employer notification matters finalised during the reporting period.

Notification from another Teacher Registration Authority

For the period 1 July 2023 to 30 June 2024, there was one notification from a teacher registration authority matter before the Board.

Information from another source

For the period 1 July 2023 to 30 June 2024, there were no matters before the Board originating from information received from another source.

Registration applications managed by the Professional Conduct team

For the period 1 July 2023 to 30 June 2024, there were a total of four applications for teacher registration in the NT managed by the Professional Conduct team. Of those:

- 1 granted with standard professional development condition
- 2 granted with additional conditions
- 1 refused registration.

Review of Board decisions

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



Cancellation of registration – Working with Children Clearance

If a teacher or authorised person ceases to hold a current Working With Children Clearance certificate (WWCC), the Board may cancel the registration or authorisation of the teacher 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.

Process and Timing of Professional Conduct matters

The Board aims to undertake and complete matters as quickly as possible. Where all relevant information is available, the Board will finalise matters within two months of receiving relevant notifications.

On average, most disciplinary matters undergoing an investigation take approximately six to eight months to be finalised from the point at which the Board commences an investigation. Factors that attribute to the time taken to complete matters include:

- the deferral of investigations pending the outcome or progress of criminal or employer investigations
- complex matters, with significant documentation and evidence for consideration
- delays in notifications being made to the Board (which often affects availability of evidence)
- availability of legal counsel
- access restrictions to relevant information and/or requests for extension to the production of documents by respondents and
- promptness of responses from persons who are the subjects of the disciplinary matter.

During the reporting period of 1 July 2023 to 30 June 2024, the Board finalised seven inquiries. The following Board members were appointed as members for these inquiry committees:

- Ms Marisa Boscato
- Mr Shane Donohue
- Ms Lorraine Hodgson
- Mr Joel Van Bentum
- Ms Susanne Fisher
- Mr Gordon Canning

The Board is assisted by SFNT and private legal counsel for all inquiry matters.

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.

As of 30 June 2024, there were eleven open inquiry matters being conducted by the Board.

During the reporting period of 1 July 2023 to 30 June 2024, the Board commenced six inquiries. The following Board members were appointed as members for these inquiry committees:

- Mr Gordon Canning
- Mr Joel Van Bentum
- Ms Ruth Wallace
- Mr Greg Hauser
- Ms Lorraine Hodgson
- Mr Shane Donohue
- Ms Erica Schultz



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 APST 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 NT schools. It is responsible for all certification processes of HALT ensuring national consistency, rigour, quality and fidelity through the application of national processes whilst engaging in continuous quality assurance activities.

Implementation of National Certification

The Board is responsible for:

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



National Framework for Certification of HALT

In December 2023, Education Ministers accepted the Framework for Certification of Highly Accomplished and Lead Teachers (the Framework). This was in response to the National Teacher Workforce Action Plan Action 17: *Streamline Highly Accomplished and Lead Teachers (HALT) processes to make it less burdensome for teachers, set a target to increase the number of HALTs and incorporate recognition of equivalent qualification and certification processes.*

The Framework has allowed for changes to the processes and procedures to our current HALT systems. These changes have been implemented and are in the current Guide to Certification in the Northern Territory found on the Teacher Registration Board website. The most significant change has been the implementation of a referee verification process whereby applicants can have up to 15 descriptors from the APST at the nominated career stage verified by referees.

National HALT Summit

The National HALT Summit was held in Sydney on 9-10 May 2024 and saw 300 attendees, as well as an additional 150 HALT and aspiring HALT join online. Six teachers from the NT participated in person, with several more joining different sessions online, showcasing the inclusive nature of the summit and its commitment to reaching educators across diverse locations.

Certification information and workshop sessions delivered.

During the reporting period, five HALT information sessions were accessed by participants across the NT. All information sessions were delivered online. The Quality Teaching Team also delivered 1-hour information sessions to the Catholic Education Office and to individual schools that wanted their staff to be informed about the HALT certification process. Six professional learning workshops were conducted for 62 prospective applicants.



Current Certification

CATEGORY	NUMBER OF TEACHERS IN 2022-23	NUMBER OF TEACHERS IN 2023-24
Highly Accomplished Teacher	7	3
Lead Teacher	12	4
Withdrew	1	
Certification Lapsed	4	4
Unsuccessful applications	3	1

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 APST (\$925) at the Highly Accomplished or Lead Teacher level
- **Stage 2:** Classroom observation by a trained assessor (\$900).

Renewal of Certification

Teachers intending to maintain their national certification must apply for renewal of certification after a five-year fixed period according to the Guide to the Renewal of Certification which can be found on the Board's website. The NT has teachers required to renew as they approach ten years as a certified teacher. Statistics regarding renewals during the reporting period can be seen below:

HALT Renewal Statistics

CATEGORY	5 YEAR RENEWAL	10 YEAR RENEWAL
Highly Accomplished Teacher Renewed	1	1
Lead Teacher Renewed	3	2
Unsuccessful applications	0	0

National Assessor Training

HALT Assessor Training was conducted during the reporting period. The training included a three-day face to face component and participants were also required to complete 13 online modules which were then assessed by the facilitators. This totalled 50 hours of training for participants to become a nationally trained assessor. 8 teachers were successful in completing the training and gaining national assessor trained status. As at 30 June 2024, the NT has 28 currently active HALT assessors.

Acronyms

Acronyms	Full form
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards of Teaching
ATWD	Australian Teacher Workforce Data
ERC	Employer Reference Committee
CDU	Charles Darwin University
HALT	Highly Accomplished and Lead Teacher
IPP	Information Privacy Principles
ITE	Initial teacher education
ITEC	Initial Teacher Education Committee
MR	Mutual Recognition
NT	Northern Territory
NTCAT	Northern Territory Civil and Administrative tribunal
QTC	Quality Teaching Committee
SFNT	Solicitor for the Northern Territory
VET	Vocational Education Trainer
WWCC	Working with Children Clearance

TRB

TEACHER REGISTRATION BOARD
of the Northern Territory

Teacher Registration Board
of the Northern Territory
GPO Box 1675
DARWIN NT 0801

Telephone (08) 8944 9380

Toll-free 1800 110 302

Website: www.trb.nt.gov.au

Email: trb@trb.nt.gov.au

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