

# TEACHER REGISTRATION BOARD OF THE NORTHERN TERRITORY



## Professional Standards Project

### Outcome

The production, with the support and commitment of the Northern Territory educational community, of professional standards that will establish the expected professional conduct of teachers in the Northern Territory.

The fulfilment of the statutory requirement under Section 11 (f) and (h) of the *Teacher Registration (Northern Territory) Act 2004*.

### Rationale

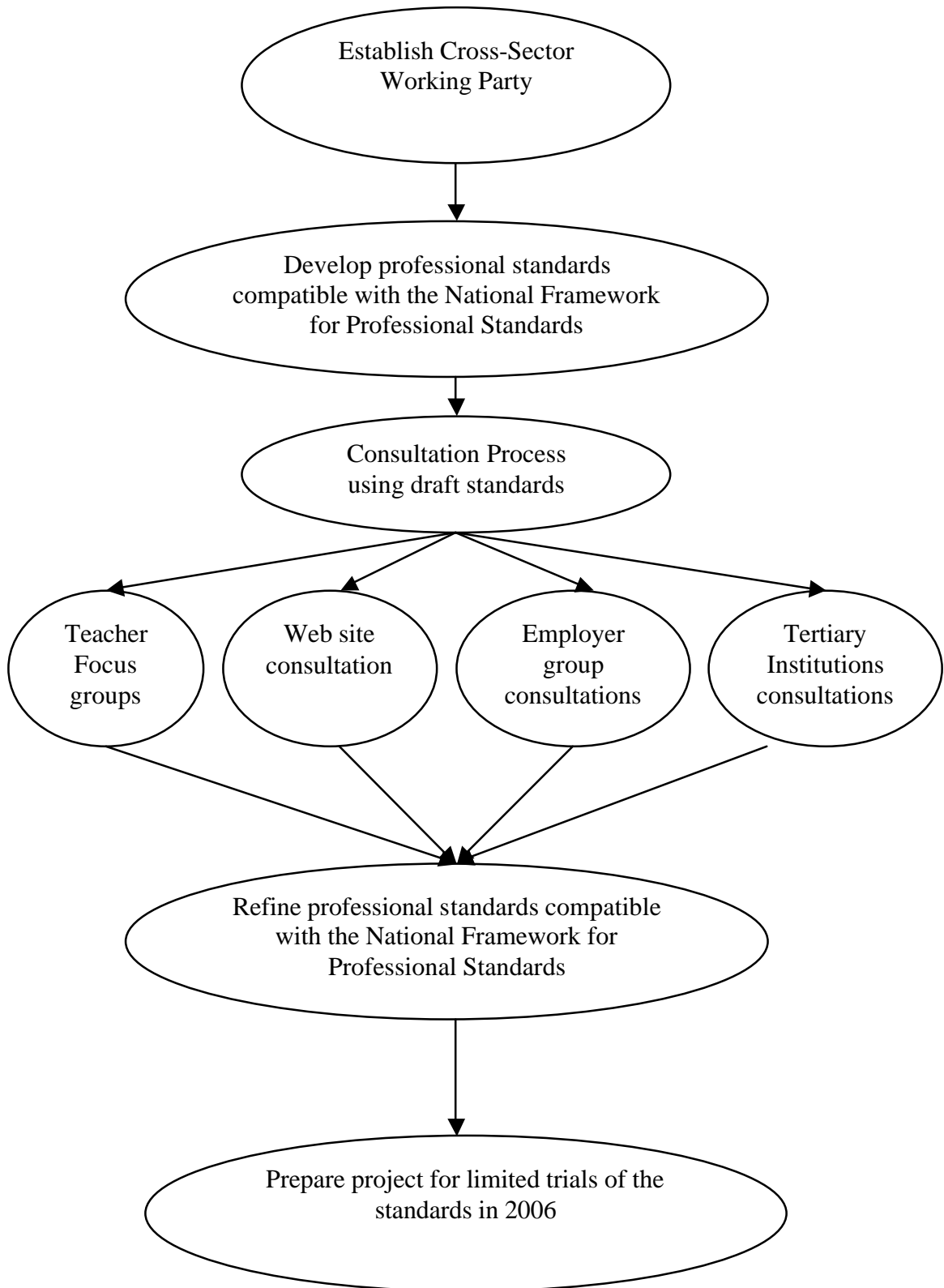
Over the past decade public scrutiny of teachers has reached an all time high and statutory mechanisms to regulate the profession have been introduced in most states and territories in Australia. During the same period the profession has dramatically increased the volume of research into all aspects of education and has sought to benchmark and improve the practice of teachers and school leaders. It has been widely agreed that establishing professional standards will provide a public statement about expectations of teachers' practice while providing teachers with standards which can be used for self-regulation.

The Teacher Registration Board has been charged with developing professional standards for teachers in the Northern Territory. Although professional standards will be valuable when dealing with complaints and inquiries, the greatest benefit will be gained when they are adopted by employers, teachers and teacher educators to guide professional development in preservice teacher education, the beginning years of teaching and career development. It is unlikely that professional standards will be adopted unless they are meaningful and useful to teachers and the profession, and have been developed in consultation with teachers and educational leaders.

Professional standards that are agreed to by the educational community will provide:

- a clear public statement regarding the standards of the profession;
- a basis for self-regulation;
- a seamless guide to professional development from preservice teacher education through induction and probation to established professional practice; and
- a focus for teachers to evaluate and analyse their practice and plan for professional development.

## Development Process with Community Consultation



## **Working Party**

Melodie	Bat	Member, Teacher Registration Board/Bachelor Institute of Indigenous Tertiary Education
Jeannie	Bennett	Department of Employment, Education and Training
Melanie	Cole	Department of Employment, Education and Training
Ramon	Dixon	Department of Employment, Education and Training
Margot	Ford	Charles Darwin University
Gary	Fry	Indigenous Representative
Claire	Kilgariff	Department of Employment, Education and Training
Eva	Lawler	Association of Northern Territory School Education Leaders
Donessia	Macdonald	Bachelor Institute of Indigenous Tertiary Education
Jean	Memery	Chair, Teacher Registration Board
Greg	O'Mullane	Catholic Education Office
Suzanne	Parry	Director, Teacher Registration Board
Doreen	Rorrison	Charles Darwin University
John	Sarev	Member, Teacher Registration Board
Karen	Sinclair	Charles Darwin University
Helen	Stannard	Bachelor Institute of Indigenous Tertiary Education
Julianne	Willis	Association of Independent Schools