

Annual Report 2018 – 19

© Teacher Registration Board of the Northern Territory 2019

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TEACHER REGISTRATION BOARD of the Northern Territory

Hon Selena Uibo Minister for Education Parliament House DARWIN NT 0800

Dear Minister

RE: TEACHER REGISTRATION BOARD 2018-2019 ANNUAL REPORT

I have pleasure in submitting the Teacher Registration Board's report for the period 1 July 2018 to 30 June 2019 in accordance with section 79 of the *Teacher Registration (Northern Territory) Act*.

Yours sincerely

Karen Blanchfield Chair

Harr Blandfield

26 September 2019



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Legend used in tables

Schedule A

Four years of tertiary education with at least one year of initial teacher education. Many applicants in this schedule have postgraduate qualifications beyond the required four years.

Schedule B

Less than four years of tertiary education but at least one year of initial teacher education. All applicants in this schedule were employed as teachers in the Northern Territory in 2005 and registered under a transition clause in the Act.

Schedule R

At least three years of tertiary education, including at least one year of initial teacher education, and registration with an Australian or New Zealand registration authority. Applicants in this schedule applied for registration under the provisions of the Mutual Recognition arrangements.

Schedule T

Application by a school to employ an unregistered person who does not meet registration requirements.



CHAIRPERSON'S REPORT

This is the fifteenth annual report for the Teacher Registration Board of the Northern Territory ("the Board") since its establishment in 2004 under the provisions of the Teacher Registration (Northern Territory) Act ("the Act"). The diligent work of Board members, staff of the Office of the Board and members of the broader education community ensured the work of the Board continued as required under the Act. The purpose of the Board is to regulate the teaching profession and enhance the quality of teachers and teaching.



A major achievement this year was that the Board and the Northern Territory Department of Education finalized the review of the Act and Teacher Registration (Northern Territory) Regulations. After extensive consultation and further work with the Social Policy Scrutiny Committee the Legislation Amendment Bill passed through Parliament in May. An implementation plan has been developed and was approved by the Board, with the Minster signing the plan. The Bill will come into full effect on 1 January 2020.

The Board was pleased to launch its new website in May with a very smooth transition from old to new. Feedback has been positive, with features included that stakeholders requested, and we look forward to further enhancements in the coming year.

The Northern Territory hosted the National HALT Summit, organized by the Australian Institute for Teaching and School Leadership (AITSL). We welcomed visitors from all across the country and had the opportunity to network with some of Australia's best teachers, including certified teachers from the Northern Territory. The team at the Office of the Board, especially the certification team, worked tirelessly with AITSL to organise the event. The summit provided an opportunity to showcase NT education with a range of school visits offered to interstate visitors as a lead up to the summit.

The work that the Board contributes to at the national level continues, with a strong focus on standard setting. Two key areas for this work are the certification of Highly Accomplished and Lead Teachers and accreditation of Initial Teacher Education courses. The work is facilitated by AITSL with contributions from all jurisdictions.

The Board is participating in the Australian Teacher Workforce Data (ATWD) project in partnership with AITSL. The ATWD unites and connects Initial Teacher Education data and teacher workforce data from around Australia. It will provide nationally consistent data on subjects such as how many teachers we have, how many graduates get jobs, the types of contracts teachers are employed under, teacher career paths and experiences and how many teachers are entering and leaving the profession.

The Board continues to undertake investigations for notifications and complaints regarding disciplinary matters as a requirement under the Act. The Board works closely with the Solicitor for the Northern Territory and the legal assistance provided in disciplinary matters is invaluable.

The expertise and commitment of Board members, Committee members and staff of the Office of the Board enables the functions of the Board to be carried out. I would like to thank retiring long term Board member, Steve Carter, who was nominated by COGSO and who served as a Board member for 14 years and Deputy Chair for 10 years. Steve made a significant contribution to education.

Karen Blanchfield

TEACHER REGISTRATION BOARD

Establishment of the Board

The Teacher Registration Board of the Northern Territory is an independent statutory body created by the *Teacher Registration (Northern Territory) Act 2004*. The Act came into force in September 2004 and was amended in September 2010.

The Board reports directly to the Minister for Education and, while it works cooperatively with all employers of teachers, is not responsible to any employer group, government or private sector.

Functions of the Board

The objective of the Act is to ensure that only people who are fit and proper and appropriately qualified are employed as teachers in the Northern Territory and to facilitate the continuing proficiency of teachers in the Northern Territory.

The Board's key functions are:

Registration of teachers

The Board is charged with ensuring the quality of the teaching force in the Northern Territory through the registration of all teachers and by granting employers authority to employ unregistered people where appropriate. The Board makes recommendations to the Minister in relation to the minimum qualifications and other requirements for registration in the Northern Territory.

Initial teacher education

The Board is responsible for accrediting education courses and liaising with institutions providing education courses in the Northern Territory.

Professional learning

The Board liaises with the agency administering the *Education Act 2015* on strategic priorities for professional development of teachers in the Northern Territory and with employers of teachers to develop the competencies of teachers during all career stages.

Professional standards and ethics

The Board is charged with supporting professional teaching standards and using these to support the focus on quality teaching. The Board maintains a code of professional ethics for Northern Territory teachers.

Complaints and notifications

The Board may investigate employer notifications and complaints received regarding teachers. It may also prosecute offences set out in the Act.

Quality practice

Where appropriate to do so, the Board may conduct research into quality practice in teaching in the Northern Territory. The Board must promote quality practice in education based on research.

Board Membership as at 30 June 2019



One person, nominee of the Chief Executive of the Department of Education Ms Louise Corrigan BA, BEd

Appointed to October 2022



One educator, nominee of the Catholic Education Office Ms Bernadette Morriss Dip Teach, BEd, Grad Dip Language and Literacy, MEd Leadership.

Appointed to October 2022



One indigenous teacher at a government school, the nominee of the Chief Executive of the Department of Education

Mr Greg Hauser

BEd Primary

Appointed to October 2020



One educator, nominee of Charles Darwin University Prof Greg Shaw PhD, MEd, BEd, Dip Ed (Agriculture Science) Grad Cert (Online Teaching), Cert 4 (WTA)

Appointed to October 2022



Two teachers (one being from a remote school), nominees of the Northern Territory Branch of the Australian Education Union

Ms Danielle Schmidt (remote)

BEd, BArts (Hons)

Appointed to October 2020



One educator, nominee of the Batchelor Institute of Indigenous Tertiary Education Ms Claire Bartlett M Ed, Dip E-Learning, Post Grad Cert (TESOL), BEd Primary

Appointed to October 2022



Two teachers (one being from a remote school), nominees of the Northern Territory Branch of the Australian Education Union Mr Gordon Canning (non-remote)
BEd, BT&L Early Childhood

Appointed to October 2022



One person, nominee of the NT Council of Government School Organisations Ms Marisa Boscato Dip Teach, BEd

Appointed to October 2022



One teacher, nominee of the Independent Education Union Queensland/Northern Territory Ms Elsabe Bott BEd, MEd St, MEd

Appointed to October 2020



One teacher, nominee of Professional Teachers' Association of the Northern Territory Ms Lorraine Hodgson

Dip Teach (Special Education)

Appointed to October 2020 **Deputy Chair



One educator, nominee of the Association of Independent Schools of the NT Mr Paul Arundell Dip Ed, BArts, MArts

Appointed to October 2020



One teacher, nominee of the Northern Territory Principals' Association (formerly ANTSEL) Ms Karen Blanchfield TTC, BEd, Grad Dip PSM, MIM Appointed to October 2020 *Chair

The Board comprises twelve members nominated by educational organisations. A quorum of 7 members are required at each meeting.

Board Meetings 2018-19

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

MEETING	DATE	VENUE	DURATION
1	09 August 2018	Teleconference	Afternoon
2	20 September 2018	Darwin	Full day
3	01 November 2018	Darwin	Full day
4	06 December 2018	Teleconference	Afternoon
5	24 January 2019	Teleconference	Afternoon
6	07 March 2019	Darwin	Full day
7	11 April 2019	Darwin	Full day
8	16 May 2019	Teleconference	Afternoon
9	20 June 2019	Teleconference	Morning

Attendance Register 2018-19

Board N	/lembers	1	2	3	4	5	6	7	8	9
Боаго к	nembers	09/08/18	20/09/18	01/11/18	06/12/18	24/01/19	07/03/19	11/04/19	16/05/19	20/06/19
Louise	Corrigan	AP	>	✓	✓	✓	✓	AP	✓	~
Donna	Stephens	✓			Re	esigned f	rom Boa	rd		
Greg	Hauser	TNS	~	~	✓	✓	✓	Р	✓	<
Julie	Donald	AP	>	~	Α	AP	~	Α	Α	R/B
Danielle	Schmidt		TNS					✓		
Yvonne	Patterson	AP	AP ✓ Retired							
Gordon	Canning	TI.	۱S	~	✓	✓	✓	✓	✓	~
Elsabe	Bott	AP	~	Р	~	✓	✓	AP	~	~
Andrew	Manning	✓	~	~	✓		Resign	ned from	Board	
Paul	Arundell		TI	NS .		✓	✓	✓	AP	~
Bernadette	Morriss	~	~	Р	✓	✓	AP	✓	~	AP
Greg	Shaw	~	~	✓	AP	✓	✓	✓	AP	~
Claire	Bartlett	AP	AP	✓	AP	AP	~	Α	✓	AP
Steve	Carter	✓ ✓ Resigned from Board								
Marisa	Boscato	1T	NS Y Y Y AP			~				
Lorraine	Hodgson	✓	~	~	~	~	~	~	AP	~
Karen	Blanchfield	✓	>	~	~	AP	~	~	✓	AP

Legend: A - Absent AP - Absent with Apologies NA - Not Applicable P - Part meeting TNS - Term Not Started

Vision and Values

Vision

Public confidence in quality teachers and teaching through quality regulation.

Values

The Board's values reflect those of the Teacher Registration Board's Code of Ethics for Northern Territory Teachers:

Integrity: Our work is based on evidence and expertise; we treat all stakeholders with procedural fairness, transparency and accountability.

Respect: We treat all stakeholders with professionalism, courtesy and dignity and provide quality and timely service.

Justice: We ensure all TRB processes and services are delivered equitably and fairly and with natural justice.

Empathy: We seek to understand the perspective, experiences and motivations of stakeholders.

Dignity: We recognise the right of all our stakeholders to be valued, respected and to be treated ethically.

Code of Conduct

As members of a Northern Territory statutory authority, Board members adhere to the Code of Conduct for members of Northern Territory statutory authorities recommended in Board Membership: A Guide for Members of Northern Territory Government Board, Committees and Statutory Bodies (NTG 2019).

Strategic Plan 2019-2021

In fulfilling its legislative functions the Board will focus on the following key Strategic Priorities:

1. Advocacy and Influence	2. Stakeholders and Community Engagement	3. Quality Teaching and Educational Outcomes	4. Governance and Accountability
1.1 The TRB NT influences legislation, policy and directions about quality and teaching locally and nationally. 1.2 The TRB NT has strategic relationships with co regulators and national professional bodies and networks.	2.1 Stakeholders of the TRB NT are engaged, confident and committed to TRB NT directions and processes. 2.2 The quality of teaching in the NT and the role of the TRB NT is valued and recognised.	3.1 Registered teachers in the NT are qualified, competent and suitable to teach. 3.2 Registered teachers in the NT meet the Australian Professional Standards for Teachers and progress through the career stages. 3.3 The TRB NT is recognised for fair, transparent and clear processes 3.4 The TRB NT assist schools to meet local and contextualised teaching requirements. 3.5 Initial Teacher Education Courses are accredited as required against the Australian Program Standards and the	4.1 The Board meets its legislated responsibilities. 4.2 The TRB NT uses good governance and sound financial administration and business systems. 4.3 The TRB NT workforce is capable, high performing and respected by stakeholders.
	1.1 The TRB NT influences legislation, policy and directions about quality and teaching locally and nationally. 1.2 The TRB NT has strategic relationships with co regulators and national professional bodies and	1.1 The TRB NT influences legislation, policy and directions about quality and teaching locally and nationally. 1.2 The TRB NT has strategic relationships with co regulators and national professional bodies and Community Engagement 2.1 Stakeholders of the TRB NT are engaged, confident and committed to TRB NT directions and processes. 2.2 The quality of teaching in the NT and the role of the TRB NT is valued and recognised.	1.1 The TRB NT influences legislation, policy and directions about quality and teaching locally and nationally. 1.2 The TRB NT has strategic relationships with co regulators and national professional bodies and networks. 2.2 The quality of teaching in the NT and the role of the TRB NT is valued and recognised. 3.3 The TRB NT is recognised for fair, transparent and clear processes 3.4 The TRB NT is recognised for fair, transparent and clear processes 3.5 Initial Teacher Education Courses

COMMITTEES OF THE BOARD

All committees of the Board make recommendations on matters referred to them by the Board. Committee membership is at the invitation of the Board.

All committees have made a significant contribution to the Board's work in reviewing processes, developing policy, promoting the profession and fulfilling the Board's regulatory and professional responsibilities under the Teacher Registration (Northern Territory) Act 2004.

Initial Teacher Education Committee

Terms of Reference

- To advise the Board and make recommendations on the assessment and accreditation of pre-service teacher education programs;
- To ensure graduates meet the Australian Professional Standards for Graduate Teachers for the purposes of Teacher Registration.

Goals

- Contribute to quality teaching in the Northern Territory through the accreditation of initial teacher education courses in accordance with the National Accreditation process;
- Strengthen pre-service teacher education programs in the Northern Territory;
- · Research and promote best practice;
- Contribute to the review of processes through a national network.

The Initial Teacher Education Committee fulfils the functions of the Board outlined in section 11(d) of the Act. The committee advises the Board and makes recommendations on the assessment and accreditation of initial teacher education programs delivered in the Northern Territory to ensure graduates meet the Australian Professional Standards for Teachers (Graduate Teachers) for the purposes of registration.

The committee has focussed on advising the Board on the continued focus of strengthening initial teacher education, including national standard setting for accreditation of initial teacher education courses. The TRBNT has a signed MOU with the Tertiary Education Quality and Standards Agency to continue supporting the alignment of accreditation of both agencies.

Members as at 30 June 2019

Lola Sleep (Chair) Education Consultant, Teacher – Good Shepherd Lutheran

College

Kate Robarts

Network Leader – Department of Education NT

Geoff Perry

Principals' Consultant – Catholic Education NT

Laurence Tamatea

Assistant Dean Learning Futures – Charles Darwin

University

* Claire Bartlett Senior Lecturer in Teacher Education – Batchelor Institute
Renee Schultz Head of Junior School – The Essington School Darwin
Janine Matheson Teaching Schools Coordinator – Corporate Representative,

Department of Education

Jo Butler Senior Teacher Early Childhood – Nakara Primary School

Mek Venes Lead Teacher – Taminmin College

Pauline Schober Manager ATSI Education, Engagement and Workforce

Development - Catholic Education NT

Vacant – Executive Officer Manager Professional Learning & Standards, TRB NT

^{*} Member of the Teacher Registration Board NT

Meetings

Three committee meetings were held during 2018 – 2019:

- 06 September 2018
- 10 December 2018
- 25 February 2019

Accrediting Initial Teacher Education Programs

The following changes to course requirements in response to the Teacher Education Ministerial Advisory Group (TEMAG) report Action Now: Classroom Ready have been adopted by Charles Darwin University as follows:

Program Standard	New Requirements	CDU Response for implementation via Transition Plan		
1.2	Teaching Performance Assessment	CDU utilises the Assessment for Graduate Teachers (AFGT) through Melbourne University consortia. The requirement for all pre-service teachers to successfully complete an authentic, valid, and reliable assessment of teaching performance in their final year of a teacher education program is a significant reform that is demanding, complex and directly impacting the structure and content of initial teacher education programs.		
4.4	Primary Specialisation	CDU have focused on Literacy and Numeracy as primary specialisations from 2019.		
6.2	Plan for Demonstrating Impact	A national approach to annual reporting is considered necessary to ensure national consistency and allow for a risk-based approach to regulation. The Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (2018) outlines the requirements for initial teacher education providers to report annually about each accredited program to teacher regulatory authorities. Mandatory evidence includes: Aggregated teaching performance assessment data Aggregated assessment data from other assessments where a pre-service teacher is required to demonstrate impact on student learning Aggregated assessment and outcomes data linked to individuals and cohorts.		

Panel Member Training

The Northern Territory has the following nationally trained panel members:

- 41 Stage 1
- 12 Stage 2
- 11 panel chairs

Thirty of the trained panel members have participated in an interstate panel accreditation process.

LANTITE

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE) was introduced to facilitate meeting the new Program Standard 3.5 which states:

"Entrants to initial teacher education will possess levels of personal literacy and numeracy broadly equivalent to the top 30% of the population. Providers who select students who do not meet the requirement must establish satisfactory arrangements to ensure that these students are supported to achieve the required standard before graduation. The National Literacy and Numeracy Test is the means for demonstrating that all students have met the standard."

The test is a requirement for graduation fulfilling one of the focus areas nationally to ensure graduates of initial teacher education are classroom ready.

The Teacher Registration Board, as the accrediting body for the NT, has strong partnerships with Charles Darwin University and Batchelor Institute for Indigenous Education, with CDU being the provider for initial teacher education in the NT. We work together to implement the changes required as per the recommendations of the TEMAG report.

Standards and Professional Learning Committee

The Standards and Professional Learning Committee has been inactive since its last meeting on 9 November 2016 and was dissolved by the Board on 7 March 2019.

Quality Teaching Committee

The current Legislation Amendment Bill, together with a new Strategic Plan for the Board, requires that a new committee be established to take the work of the Board forward. The Quality Teaching Committee was subsequently formed on 11 April 2019.

Members as at 30 June 2019

* Greg Shaw (Chair) Charles Darwin University
Carrie Gledhill Department of Education

Marcia Harvey Department of Education – Corporate

Jacqui Langdon Catholic Education NT

Delean Holtze Batchelor Institute of Indigenous Education

Laurence Tamatea Charles Darwin University
Amy Norman Australian Education Union
Jane Anlezark Independent Education Union

Steve Hawkins Professional Teachers' Association of the Northern Territory
Rhiannon Hale Preschool Teachers Association of the Northern Territory

^{*} Member of the Teacher Registration Board NT

Australian Institute for Teaching and School Leadership, Accreditation of initial teacher education programs in Australia, Standards and Procedures December 2015

Employer Reference Committee

Terms of Reference

- Facilitate the exchange of information between employers of teachers and the Board on matters to do with teacher registration and authorisation policy and procedures, disciplinary procedures and compliance;
- Provide advice to the Board on the implementation of the objectives of the Act with regard to registration, authorisation and disciplinary procedures; and
- Provide advice to the Board on risk and risk management with regard to registration of teachers.

Members as at 30 June 2018

* Louise Corrigan (Chair) Department of Education
Greg O'Mullane Catholic Education Office NT
Leanne Cull Department of Education

Cheryl Salter Association of Independent Schools NT

Phoebe van Bentum Christian Schools Association NT

Maree Garrigan Director, TRBNT

Rebecca Maple Manager, Professional Conduct and Policy, TRBNT

Meetings

- 02 November 2018
- 02 April 2019

The Committee is a key consultation body for progressing all matters to do with registration, including professional conduct and competence of teachers.

The Committee focussed on the following key topics: early childhood; provisional to full registration processes; suitability to teach from a national perspective; Australian Teacher Workforce Data project; professional conduct and notification to the Board; Authority to be employed as a teacher; Teach for Australia; and assessor training for the certification of Highly Accomplished and Lead Teachers.

^{*} Member of the Teacher Registration Board NT

OFFICE OF THE TEACHER REGISTRATION BOARD

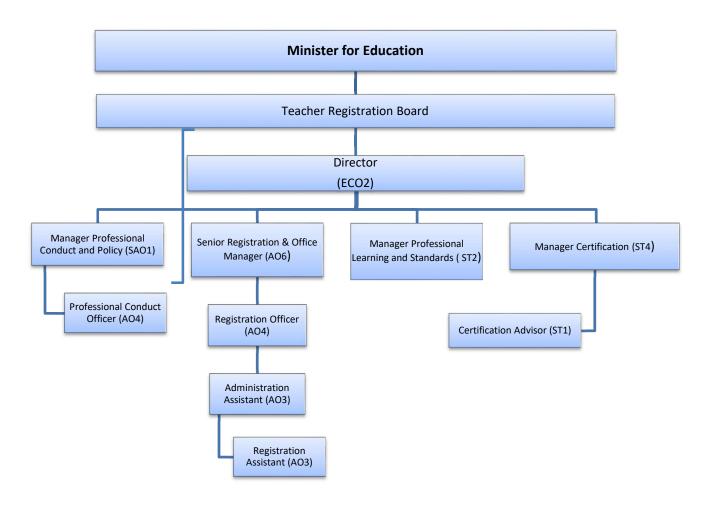
Overview

Secretariat support to the Board is provided by the Office of the Board.

The Office supports the Board on a range of matters including:

- Assessment of all applications for registration and authorisation;
- Management of the registration and registration renewal processes;
- Accreditation of initial teacher education programs;
- Conduct of the annual audit of employers;
- Management of Complaints, Inquiries and Investigations;
- Administration and management including financial management;
- · Committees of the Board;
- Certification of HALT career stages; and
- Professional learning in relation to registration and the implementation of the Australian Professional Standards for Teachers.

TEACHER REGISTRATION BOARD OF THE NORTHERN TERRITORY



Staff of the Teacher Registration Board

Director	Responsible for the leadership and management of the Office of the Board to ensure effective governance of the teaching profession in the NT.	Maree Garrigan
Manager Certification	The HALT Manager Certification is responsible for program design, development and implementation and project management for all aspects of the processes related to certification of HALT ensuring a nationally consistent approach.	Elizabeth Andrade
Certification Advisor	The Certification Advisor is responsible for assisting in the program design, development and implementation and project management for all aspects of the processes related to certification of HALT ensuring a nationally consistent approach.	Carrie Gledhill April to July 2019 Rebecca Carter Oct 2018 to April 201
Manager, Professional Learning and Standards	The Manager, Professional Learning and Standards provides leadership and expertise in professional teaching standards and professional learning as they relate to the Board's processes for supporting registrants preparing to apply for Full Registration, registration renewal and initial teacher education course accreditation.	Janine Matheson (to January 2019) Currently vacant
Manager Professional Conduct and Policy	The Manager Professional Conduct is responsible for developing, implementing, managing and providing expert policy advice to the Director and the Board. The Manager provides secretariat support to the Board and its committees and develops and implements a professional conduct quality assurance framework including management of all aspects of the Board's disciplinary function.	Rebecca Maple
Senior Registration and Office Manager	The Senior Registration Officer and Office Manager is responsible for managing all aspects of the processes for registering teachers in the NT and the provision of corporate support, including data management systems.	Jackie Crawley
Professional Conduct Officer	The Professional Conduct Officer is a member of a small multi-skilled team with responsibility for case managing complaints against teachers and other disciplinary matters relating to teachers and other matters as assigned by the Director.	Jenny Hilyard
Registration Officer	The Registration Officer is a member of a small multi- skilled team in the Office of the Board with responsibility for undertaking all aspects of the processes for registering teachers in the NT.	Eryn Cubillo (HDA) Emily Bull (Maternity leave)
Administration Officer	The Administration Officer provides administrative and financial support and assists the processes for registering teachers in the Northern Territory.	Aphrodite Georgiadis
Registration Assistant	The Administrative Assistant is responsible for assisting in all processes for registering teachers, reception duties.	Rylie Leske Eryn Cubillo (HDA)

National Representation

The Office of the Board has representation on the following national networks and working groups:

- Professional Conduct and Legal
- Registration and Professional Standards
- Certifying Authority
- Australian Teacher Workforce Data Technical working group
- Technology
- Initial Teacher Education

Official Travel 2018-2019

BOARD MEETINGS

Board members who travelled to attend the full day Board meetings in Darwin:

Karen Blanchfield Alice Springs/Darwin return x 4
Julie Donald Nhulunbuy /Darwin return x 3

Marisa Boscato Alice Springs return x 3

Australasian Teacher Regulatory Authorities (ATRA)

The purpose of ATRA is to:

- Facilitate collaboration and where appropriate coordination between members in the development and promotion of professional standards, professional learning and ethical conduct for the teaching profession within the Commonwealth of Australia and New Zealand;
- Formulate and forward to appropriate authorities advice on relevant matters including those of national concern;
- Collect and disseminate information on matters of collective interest, effectively evaluate initiatives undertaken and reach decisions by consensus;
- Advocate and promote teacher regulatory functions including teacher registration, accreditation and/or certification

Senior Officers of ATRA meet twice per year for general meetings, one meeting inclusive of Board Chairs.

The Director attended the general meeting in October 2018:

Maree Garrigan Darwin- Sydney return x1

The Board's Chair and Director attended the general meeting of the Australasian Teacher Regulatory Authorities (ATRA) in March 2019:

Karen Blanchfield, Chair Alice Springs –Sydney return x 1

Maree Garrigan, Director Darwin - Sydney return x 1

Senior Officers of ATRA meet with Australian Institute of Teaching and School Leadership (AITSL) four times per year. AITSL facilitates the work of the reform agenda as designated by the Australian Government.

Melbourne: 12 November 2018 and 15 May 2019

ATRA Network Meetings

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

The following networks were active during 2018-19:

Senior Registration and Assessment Officers Network
 Technical Network
 Executive Officers for Initial Teacher Education Network
 1 interstate meeting
 2 interstate meetings

Professional Conduct and Legal Network 1 interstate meeting
Certification Authority Network 2 interstate meetings

The Director participates regularly in teleconferences with ATRA associates.

The Director participated in a range of forums facilitated by the Australian Institute for Teaching and School Leadership and the Australasian Teacher Regulatory Authority, specifically dealing with nationally consistent registration recommendations of the *Teacher Registration: One Teaching Profession* report.

The Director undertook panel training for Stage 2 accreditation of initial teacher education programs:

Melbourne: 21 and 22 June 2019

The Director undertook initial teacher education panel chair training for accreditation of initial teacher education programs:

Melbourne: 4 June 2019

AITSL Teaching Qualifications Expert Standing Committee and sub-group Special Consideration Committee:

The Director is a member of both committees providing expert advice on the assessment for migration function of AITSL. The travel costs for these meetings are funded by AITSL.

Finances

The Board is an independent statutory authority which operates on a budget provided by the Northern Territory Government and allocated by the Department of Education.

The total income from registration fees is not sufficient to enable the Board to operate with financial independence. The total revenue from registration fees for 2018-2019 was approximately \$539,600 up \$53,600 from the approximate \$486,000 received in 2017-2018.

TRB	Budget	Actual	Variance
Employee	1,220,878	1,234,681	13,803
Operational	169,716	147,894	-21,822
Total Rounded	1,390,000	1,382,000	-8,000
HALT National Certification	67,000	30,220	-36,780
Grants and Subsidies			
Australian Institute for Teaching and School Leadership	0	1,135	1,135

Relief Teachers less than 15 days	1,534	2,095	561
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Information technology support

While the Department of Education provides corporate services to the Board, additional support in information technology is provided by Code Kitchen Pty Ltd and website development by Brainiumlabs.

Compliance with the Information Act

Type of information held

As a body corporate established by Territory legislation, the Board is a public sector organisation for the purposes of the *Information Act*.

The Board holds information relevant to the functions, services and operations of the Board as set out in this annual report.

The Professional Conduct Officer is the appointed Information Officer in this area.

Register of teachers

A register of teachers is kept by the Board. Members of the public may search the register of teachers to ascertain if a teacher is currently registered. The information accessed by this search is the teacher's name, registration number, category of registration and the date to which the teacher's registration fees have been paid.

The register may be searched via the TRB website.

Teachers are able to amend some personal details in their on-line profile. Other inaccurate information may be corrected via contact with Board staff. No fee is incurred for these amendments.

Information access and reporting

Only applications that meet the formal requirements for acceptance under the *Information Act* are counted. Four requests for access to government information held by the Board were received during 2018-2019.

Information privacy

The *Information Act (NT)* defines personal information as information held by Government from which a person's identity is apparent or reasonably able to be ascertained.

The Board only collects information necessary for or related to its functions, services and operations. Information may also be used for statistical, research, planning and reporting those functions, services and operations as required.

The Board respects the privacy of individuals and is committed to collecting, using, storing and managing personal information in a manner that complies with the Information Privacy Principles set out at Schedule 2 in the *Information Act*.

Records and archives management

Part 9 of the *Information Act* provides for the protection and management of records and archives by public sector organisations. The Board complies with this Part by:

- Keeping full and accurate records of its activities and operations;
- Implementing practices and procedures to safeguard the custody and ensure proper preservation of its records; and

• Making arrangements for the archives service to monitor the management of its records.

REGISTRATIONS AND AUTHORISATIONS

Who can be registered?

The minimum qualification requirements for registration are met by applicants who have completed four years of approved tertiary study including an initial teaching education course. Applicants must also demonstrate they meet the English language proficiency requirement and that they are a fit and proper person.

In certain circumstances, employers are granted authorisation to employ persons as teachers who do not meet the minimum requirements for registration, but satisfy the Board they are competent to teach.

Registration Fees

The annual registration fee is currently \$88.00 for one calendar year. New applicants for registration can pay for up to 3 years. Registered teachers can pay for more than one year, but not beyond their term of registration expiry date.

Number of Teachers Registered

The number of teachers registered to teach in the NT has increased by 39 in the past year.

June 2005	June 2006	June 2007	June 2008	June 2009	June 2010
3992	4481	4572	5086	5462	5768
June 2011	June 2012	June 2013	June 2014	June 2015	June 2016
6151	5884	6014	5710	5751	5413
June 2017	June 2018	June 2019			
5521	5572	5611			

Applications Assessed

The Office of the Board assesses applications for registration under the provisions of the Act and in compliance with the *Mutual Recognition Act (Northern Territory)* 1992 and the *Trans-Tasman Mutual Recognition Act* 1997.

A total of 789 applications were assessed this financial year, the majority under the provision of the Mutual Recognition legislation. In assessing applications for registration, the Board was presented with 27 instances of applications categorised as being 'hard' (Schedule H). These applications require additional research and are presented to the Board case by case.

While the 27 instances are recorded in Table 2, it is the case that once granted registration by the Board, the Schedule H status changes to the relevant Schedule (A, R or B) and therefore Table 3 is a true representation of the number of new teachers registered in 2018-19.

Applications for Registration Presented to
Board for 2018-2019 by Schedule

515

500

500

500

247

100

27

Schedule H

0

Schedule B

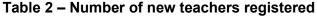
Table 1 – Applications for registration presented to Board by schedule

New Registrations

0

In 2018-19, there were 789 new teachers registered in the Northern Territory. The majority of Mutual Recognition (MR) applicants held registration with the Victorian Institute of Teaching. There were 53 new graduates from Charles Darwin University registered as teachers.

Schedule R



Schedule A

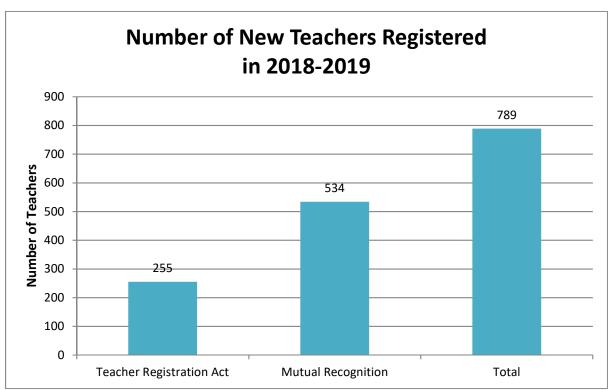
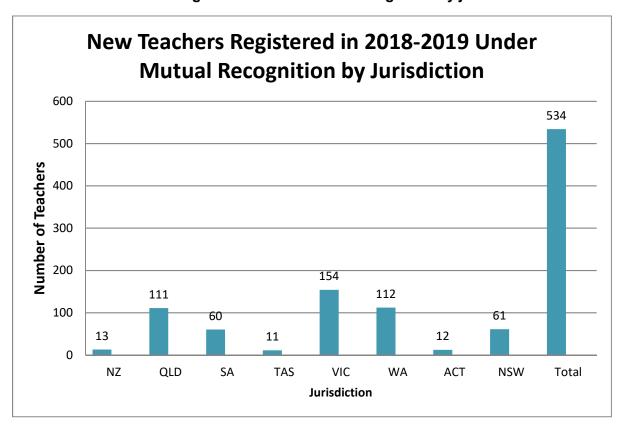


Table 3 – New teachers registered under Mutual Recognition by jurisdiction



Profile of Teachers Registered

Table 4 - Registered teachers by age

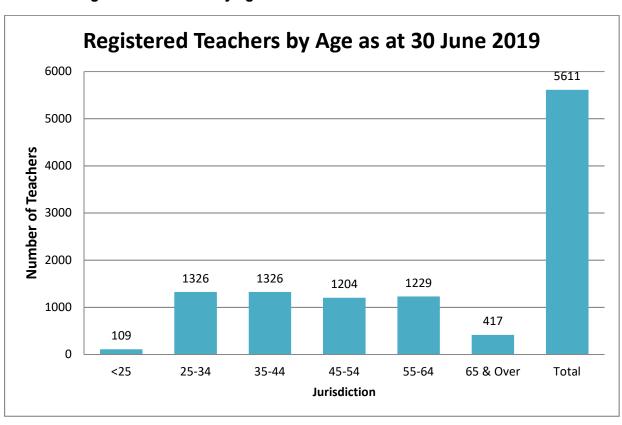


Table 5 - Registered teachers by gender

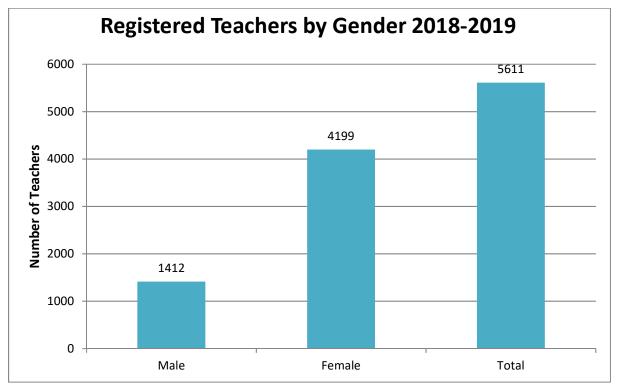
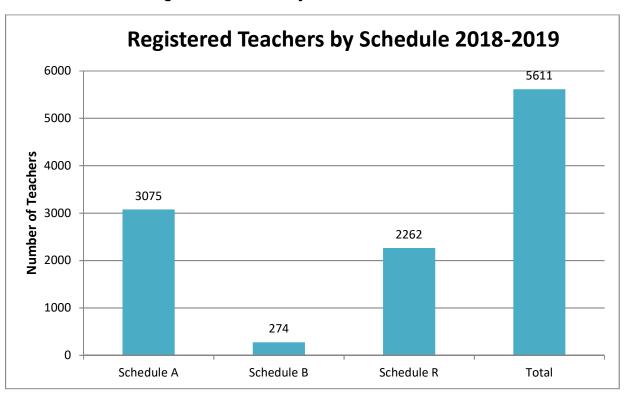


Table 6 - Number of registered teachers by schedule



Registration Renewals

In 2018, 290 Provisionally Registered teachers completed their first three year cycle of registration. Of these, 128 teachers did not transition to Full Registration and were granted a two year renewal ending 31 December 2020. 162 teachers did not apply to renew or transition and their registration lapsed.

Provisionally registered teachers are supported by the TRBNT through workshops and resources. The Board conducted eight face to face workshops for provisionally registered teachers, mentors and principals, in the first half of the year. Five were face to face and three were provided via skype.

210 fully registered teachers completed their first five year cycle of registration on the 31 December 2018. Of these, 32 teachers did not apply to renew and their registration lapsed.

Of the 178 teachers who applied to renew their 5 year term of registration, 173 were granted Full Registration for a further 5 years, and 5 teachers who did not meet the requirements for Full Registration were granted Provisional * (F) Registration for three years.

* Provisional (F) identifies that the teacher previously held Full Registration, and the pathway to return to Full Registration is streamlined.

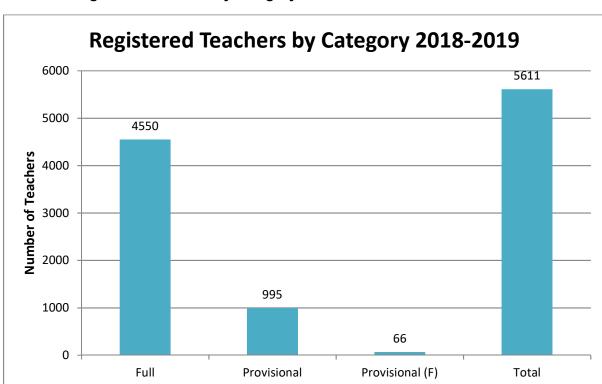


Table 7 - Registered teachers by category

Names Removed from the Register

Deceased teachers removed from the register 2018/2019

Authorisations to Employ an Unregistered Teacher

Table 8 - Authorisations granted January 2018 - December 2018

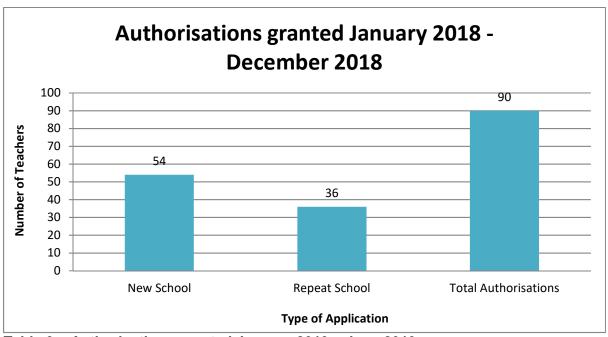
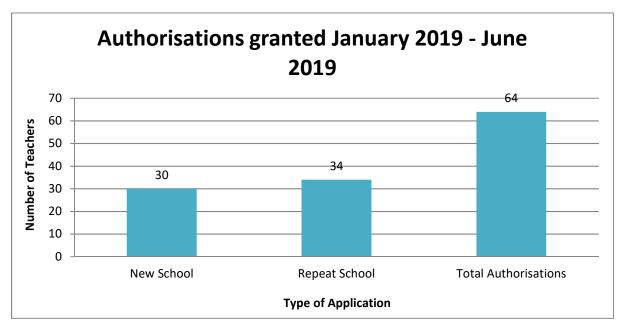


Table 9 – Authorisations granted January 2019 – June 2019



The Board may under certain circumstances, authorise an employer to employ an unregistered person as "a teacher" for a specific period not exceeding one calendar year.

There are four categories under which an employer might apply for Authority to Employ:

- 1. Applicants who are less than four year qualified;
- 2. Applicants who have specialist knowledge and skills;
- 3. Teach for Australia Associates and;
- 4. Pre-service teachers.

Between January 2018 and June 2019, 37 Teach for Australia Associates were granted Authorisation.

During the 2018 calendar year, the Board granted Authorisation to 93 people to be employed in teaching positions; of those, 33 were repeat applications continued from the previous calendar year. From January to 30 June 2019, a total of 65 authorisations were granted to persons employed in teaching positions. Of these, 30 were new applications and 35 were repeat authorisations continued from the previous calendar year.

Appeals

During the 2018-19 reporting period, no applicants for registration and no registered teachers have appealed a decision of the Board.

Annual Audit and Compliance

In accordance with section 78 of the Act employers are required to inform the Board of the names of all teachers employed in the employer's school during the period 1 January to 1 March. Employers were required to provide this information by 12 April 2019.

34 people were noted to have been teaching unregistered or without authorisation this year compared to 41 teachers in 2018. Where no non-compliance was found, the Board acknowledged the diligence of those employers.

The Board noted that 21 instances of non-compliance were a consequence of failure to pay the annual registration fee. Where non-compliance is identified, letters are sent to relevant parties, advising them of their obligations under sections 72 and section 73 of the Act. No prosecutions were instigated.

Sector	Employer Name	Return Received
CEO	Catholic Education Office	11/04/2019
GOV	Department of Education	10/04/2019
IND	Good Shepherd Lutheran School	22/03/2019
IND	Haileybury Rendall School (formerly Kormilda College)	15/04/2019
IND	Living Waters Lutheran School	12/03/2019
IND	Milkwood Steiner School	18/03/2019
IND	Northern Territory Christian Schools	12/04/2019
IND	Nyangatjatjara College	03/04/2019
IND	St Philip's College	11/04/2019
IND	The Alice Springs Steiner School	25/03/2019
IND	The Essington School	17/04/2019
IND	Yipirinya School	13/04/2019
IND	Yirara College	11/03/2019
IND	Tiwi College	24/03/2019
IND	Nawarddeken Academy	15/03/2019
IND	Mapuru Yirralka College	21/03/2019

Audit of Registration Renewals

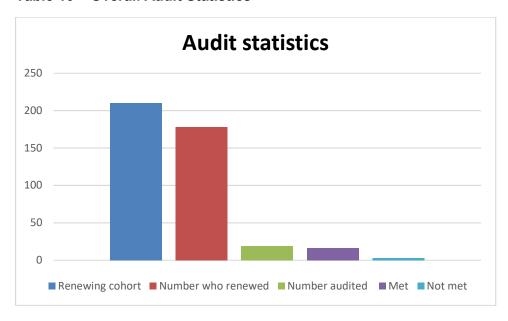
As part of the renewal of Full Registration process for registered teachers whose category of Full Registration expired on 31 December 2018, the Board conducted an audit of teachers,

representative of approximately 10% of renewing teachers. The 2018 cohort saw 173 teachers renew of a total cohort of 210 required to renew. 19 teachers were randomly selected for audit.

The audit was conducted by notification to teachers whose registration number had been randomly selected. Teachers are required to provide evidence of a minimum of 180 days of practice and a minimum of 100 hours of professional learning in the previous five years. The requirement of being a fit and proper person is addressed in the online application. Upon completion of the audit, 89.47% of teachers audited met the requirements.

Of the 19 teachers randomly selected for audit, 17 met the requirements for renewal as evidenced by Statements of Employment/Service and professional learning logs. Two teachers who did not meet the requirements were granted Provisional (F) Registration.

Table 10 - Overall Audit Statistics



HIGHLY ACCOMPLISHED AND LEAD TEACHER CERTIFICATION (HALT)

Certification Practices

The Board is responsible for all certification processes of Highly Accomplished and Lead Teachers as described in the *Certification Guide* based on the Australian Professional Standards for Teachers as a basis for making judgements at the higher career stages across Australia.

Implementation of National Certification Process

The Board is responsible for:

- · Certification processes;
- Training and management of NT nationally trained and registered assessors. The first group of NT assessors represent the Board, Department of Education, Catholic Education, Independent Schools and Christian Schools and participated in 50 hours of national training;
- Training future assessors;
- · Data collection; and
- Reporting high level data to AITSL

Cost:

An applicant pays \$1825 (non-refundable). The process to be certified occurs in two stages:

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

National HALT Summit

The HALT network is the first of its kind in Australia, bringing together nationally certified teachers of Highly Accomplished or Lead career stages of the Australian Professional Standards for Teachers.

Forty of the Northern Territory's certified Highly Accomplished and Lead teachers attended the fourth national summit (self-funded), along with two Certifying Authority Network members (based at TRB) and fifteen invited guests representing the Department of Education NT, Charles Darwin University, Association of Independent Schools NT and Catholic Education Sector.

The 2019 HALT Summit was held in Darwin on 24 and 25 May. The Summit brought together 260 nationally certified teachers from across Australia, to connect, share and develop their expertise as education leaders.

The theme for the 2019 summit focussed on 'Expanding our Impact'. This was evident in all presentations that explored how HALTs can influence decision making in an education setting and have an impact on the learning agenda.

The summit was launched with school visits over two days throughout the Northern Territory including regional visits in Darwin, Katherine and remote to Gunbalanya and Jabiru. The school visits were hugely successful and many considered these the highlight of the summit.

The keynote speakers for the event included Dr Lyn Sharratt, highly accomplished practitioner and author providing a snapshot of 'What Matters MOST in Learning, teaching

and leading', Laureate Professor John Hattie and Director of Cut through Coaching and Consulting, Dan Haesler.

At the share space session HALTs shared their ideas, initiatives, expertise and perspectives. The Summit also included jurisdictional breakout sessions where certified teachers and representatives spent a session together focusing on ways to improve the process in the NT.

Most delegates at the invitation-only conference were expert teachers who have voluntarily achieved certification against the Highly Accomplished or Lead career stages of the Australian Professional Standards for Teachers – a rigorous national process requiring applicants to demonstrate the impact of their practice on students and their colleagues.

National Representation

The Manager Certification represented the Northern Territory on the following:

- 1. Certifying Authority Network
- 2. HALT Steering Committee
- 3. National HALT Moderation/Quality Assurance
- 4. HALT Video Trial
- 5. National HALT Summit 2019.

Certification Process 2018-2019

Applications received 2018-2019

60 applications for certification were received by the TRB NT to 30 June 2019.

Information Sessions delivered across the NT

19 Highly Accomplished and Lead Teacher information sessions:

- 13 face-to-face; and
- 6 Skype sessions

Coaching

Approximately 200 hours have been spent on individual and small group coaching sessions across the Territory.

Workshops delivered across the NT

10 professional learning workshops were conducted for applicants with a focus on the requirements of Stage 1: presentation of a portfolio of evidence of practice addressing either the highly accomplished or lead teacher standards/focus areas. The first workshop:

- Clarified processes;
- Enhanced understanding of the Australian Professional Standards for Teachers;
- Established a network of support for applicants; and
- Developed a network between TRB. HALT applicants.

The second component of the workshops became an opportunity for applicants to work collaboratively and independently to develop annotations that enhanced the quality of portfolios whilst receiving feedback from other applicants and the Manager Certification.

Current Certification

78 teachers have successfully completed the certification process in the Northern Territory as at 30 June 2019.

HALT Certification Data

	20	13			201	14			201	15		2016			
Information Sessions	Registrations received	Withdrawals or deferrals	Completions	Information Sessions	Registrations received	Withdrawals or deferrals	Completions	Information Sessions	Registrations received	Withdrawals or deferrals	Completions	Information Sessions	Registrations received	Withdrawals or deferrals	*Completions
8	25		24	4	31	17	12		32	5	9	9	54	13	5

2017				2018				2019			
	Registrations received	Withdrawals and/or deferrals	Completions		Registrations received	Withdrawals and/or deferrals	Completions		Registrations received	Withdrawals and/or deferrals	*Completions
10	102	6	16	18	55	10	13	19	60	5	22

^{*}Stage 1 and Stage 2 assessments take place from the end of Term 3 to end Term 4. Completions also include renewal of certification.

National Assessor Training Program NT

The TRB hosted the training program for National Assessors for Highly Accomplished and Lead Teacher Certification. The delivery of this program was procured through *Cannan Consulting* and Director Judy Petch facilitated all face-to-face workshops and monitored the online modules.

The full suite of training modules included in excess of 50 hours combined face-to-face and online modules.

As a result of the 2019 training an additional 10 assessors have been added, with a total of 30 assessors in the NT.

DISCIPLINARY PROCEEDINGS

Inquiries and Preliminary Investigations

The Board is responsible for disciplinary proceedings in relation to registered teachers. It conducts Preliminary Investigations and Inquiries into allegations of a teacher's misconduct or incompetence.

An Inquiry or Preliminary Investigation may be initiated by:

- The lodging of a complaint;
- A notification from an employer;
- A notification from the Northern Territory Police;
- A notification from another teacher registration authority; or
- Information received from another source including declarations from the teacher.

In its disciplinary procedures the Board acknowledges the support provided by Solicitor for the Northern Territory (SFNT) in the Department of the Attorney-General and Justice and at times barristers from private practice as referred by SFNT.

Number of cases carried over from previous year	26
Number of new cases received in the 2018 – 2019 financial year	36
TOTAL	62

Statistics

Complaints **

·	
Received this financial year	4
Carried over	3
Dismissed without Preliminary Investigation	1
Preliminary Investigation commenced	1
Inquiry commenced	0
Registration cancelled (0), suspended (0) and/or conditions imposed (1)	1
Conditions revoked	1
Matters ongoing \Rightarrow disciplinary process ongoing (2), conditions ongoing (1)	3

^{**} Matters may be received from more than one source – statistics will show these under each relevant heading.

Notifications from employer **

Received this financial year	21
Carried over	21
Dismissed without Preliminary Investigation	5
Preliminary Investigation commenced	14
Inquiry commenced	2

Registration cancelled/disqualified (1), suspended (0) and/or conditions imposed (3)	4
Conditions revoked	4
Matters ongoing → disciplinary process ongoing (21), conditions ongoing (3)	24

^{**} Matters may be received from more than one source – statistics will show these under each relevant heading.

Notification from the Northern Territory Police **

Received this financial year	3
Carried over	4
Dismissed without Preliminary Investigation	2
Preliminary Investigation commenced	1
Inquiry commenced	1
Registration cancelled/disqualified (1) , suspended (0) and/or conditions imposed (0)	2
Conditions revoked	0
Matters ongoing → disciplinary process ongoing (1), conditions ongoing (0)	5

^{**} Matters may be received from more than one source – statistics will show these under each relevant heading.

Notification from a Teacher Registration Authority

Received this financial year → interstate (3), internal audit process (0) Overseas (1)	4
Carried over	0
Dismissed without Preliminary Investigation	0
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled (0), refused (0), suspended (0) and/or conditions imposed (3)	3
Conditions revoked	0
Matters ongoing \Rightarrow disciplinary process ongoing (1), conditions ongoing (3)	4

Declaration from another source

Received	6
Carried over	2
Dismissed without Preliminary Investigation	0
Dismissed after Preliminary Investigation	0
Preliminary Investigation commenced	1

Inquiry commenced	2
Registration cancelled (1), suspended (0) and/or conditions imposed (5)	5
Conditions revoked	0
Matters ongoing → disciplinary process ongoing (5), conditions ongoing (3)	8

^{**} Matters may be received from more than one source – statistics will show these under each relevant heading.

Decisions appealed to Local Court

Received	0
Carried over	0
Appealed by teacher	0
Appealed by complainant	0
Withdrawn	0
Board's decision confirmed on appeal	0
Matters ongoing	0

Sexual Offences

If a teacher is convicted or found guilty of a sexual offence as defined in section 68 of the Act, the teacher's registration must be cancelled from the date of the conviction or finding of guilt under the provisions of section 69 of the Act. An Inquiry Committee may place the Inquiry on hold until the outcome of the criminal proceedings in relation to a sexual offence is known.

Statutory Rights and Responsibilities

The Board will continue to promote compliance and engagement to ensure teachers and employers are aware of their statutory rights and responsibilities.

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 (legal practitioner who has practised as a legal practitioner in Australia for at least five years) and two members of the Board. During the financial year the Board commenced 3 Inquiries and 4 Inquiry hearings were held. This financial year, the Board was ably assisted by Ms Georgia McMaster, Murray Chambers, Ms Stephanie Monck, SFNT, Ms Lyma Nguyen, William Forster Chambers and Mr Phil Timney, SFNT

The following Board members have been a member of at least one Inquiry Committee this financial year:

- Louise Corrigan
- Yvonne Patterson
- Karen Blanchfield
- Steve Carter
- Julie Donald
- Elsabe Bott
- Gordon Canning
- Claire Bartlett

APPENDIX

Acronyms and abbreviations

AEU Australian Education Union

AISNT Association of Independent Schools of the Northern Territory

AITSL Australian Institute of Teaching and School Leadership

ATRA Australasian Teacher Regulatory Authorities

NESA NSW Education Standards Authority

CDU Charles Darwin University

CEO Catholic Education Office

COGSO Council of Government School Organisations

DoE Department of Education

HALT Highly Accomplished and Lead Teacher

LANTITE Literacy and Numeracy Test for Initial Teacher Education

NT Northern Territory

NTCSA Northern Territory Christian Schools Association

NTG Northern Territory Government

NTOEC Northern Territory Open Education Centre

NTPA Northern Territory Principals Association

NTPS Northern Territory Public Sector

TEMAG Teacher Education Ministerial Advisory Group

The Act Teacher Registration (Northern Territory) Act 2004

The Board Teacher Registration Board of the Northern Territory

TRB Teacher Registration Board of the Northern Territory

Teacher Registration Board of the Northern Territory

