

2024 – 2025 Annual Report

Teacher Registration Board of the Northern Territory



TRB

TEACHER REGISTRATION BOARD
of the Northern Territory



Our Report

The 2024-2025 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.

Published by the Teacher Registration Board of the Northern Territory

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ISSN: 2205-9539 (Online)



Letter to the Minister for Education and Training

Hon Jo Hersey
Minister for Education and Training
Parliament House
DARWIN NT 0800

Dear Minister

RE: TEACHER REGISTRATION BOARD OF THE NORTHERN TERRITORY 2024-2025 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 2024 to 30 June 2025, in accordance with section 79 of the *Teacher Registration (Northern Territory) Act 2004*.

Yours sincerely



Lorraine Hodgson
Chairperson

11 September 2025

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Chairperson's Report

It is with great pride that I present the Chair's Report for the Teacher Registration Board for the 2024 - 2025 Annual Report.

This year has been marked by important progress, ongoing collaboration with our stakeholders, and a continued commitment to upholding the integrity and professionalism of the teaching workforce.



Compliance and regulation

The Board continued to deliver on its regulatory responsibilities with a focus on transparency, fairness, and accountability. Over the past year, we assessed and approved 1049 new registrations, 268 full renewals and 40 provisional renewals. Our processes ensured that all applicants met the high professional and ethical standards required for entry and continued participation in the teaching profession.

Our compliance and investigation functions remained robust, with a focus on timely resolution, procedural fairness, and child safety. The Board remains committed to fostering public confidence in teaching as a trusted profession.

The Board maintained high standards of governance, ensuring that decisions are guided by evidence, best practice, and the public interest. We conducted internal reviews of key policies and procedures to strengthen our risk management, compliance, and performance monitoring systems.

I would like to acknowledge my fellow Board members for their strategic insight and ongoing commitment. Their governance has ensured that we remain focused, principled, and future oriented.

Professional standards and development

Over the past 12 months, the Highly Accomplished and Lead Teachers (HALT) program has continued to strengthen teacher quality and recognition across the Northern Territory. We support applicants through the certification process, with a steady number of teachers achieving or renewing HALT status. Our work has focused on ensuring a rigorous and supportive process that reflects national standards, while also responding to local priorities and the diverse contexts of NT schools.

Engagement with the national Certifying Authorities Network (CAN) run by the Australian Institute for Teaching and School Leadership (AITSL) and participation in the HALT Summit have reinforced the credibility of the process and strengthened connections with colleagues nationwide. HALT certified teachers are increasingly leading professional learning, mentoring early career teachers, and driving initiatives that enhance student outcomes across the Territory, contributing to the quality teaching agenda.

Stakeholder engagement

Constructive partnerships continued to be a priority. We engaged closely with employers, higher education providers, teacher unions, and regulatory counterparts across jurisdictions. These partnerships allowed us to remain responsive to workforce challenges and emerging policy directions. Regular stakeholder forums, surveys, and consultations enriched our understanding of sector needs and helped shape our policy development and operational improvements.

Challenges and opportunities

Like many regulatory and professional bodies, the Board faced several challenges this year:

- **teacher workforce pressures:** National teacher shortages placed pressure on the registration system. Balancing flexibility with quality assurance remains a key focus.
- **regulatory complexities:** Navigating evolving legal and policy frameworks requires continual adaptation and clear communication with registrants.

Despite these challenges, opportunities also emerged:

- **digital transformation:** Our investment in digital platforms to streamline services will improve access for registrants and stakeholders.
- **workforce diversification:** We are exploring pathways to support entry into the profession for underrepresented groups, including Aboriginal and Torres Strait Islander peoples and internationally trained teachers.
- **cross-jurisdictional collaboration:** Strengthened collaboration across state and territory regulators presents opportunities to harmonise processes and improve national mobility for teachers.

Conclusion

This year has reaffirmed the essential role of high-quality teachers in delivering equitable and effective education. The Board remains steadfast in its commitment to a fair, transparent, and robust registration system that supports teachers at every stage of their career.

Looking forward, we will continue to evolve and innovate, adapting to new challenges, embracing opportunities, and keeping students at the heart of everything we do.

I 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. Your commitment to professionalism, ethics, and excellence continues to inspire confidence in our education system.

In closing, I recognise the work of Dr Debra Bateman, Director 2024 – 2025. Debra supported the Board to think strategically about quality teaching and initial teacher education that meets Northern Territory needs including the recognition of teachers with First Nations Language and Culture Proficiency. She also began the work to digitise Board processes and documents. At the Board meeting in June, Board members thanked Debra for her contribution.

Lorraine Hodgson
Chairperson

Our Board

Overview

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 makes these decisions based on whether a person holds the required qualifications for registration and is fit and proper and competent to teach.

The Board is directly responsible to the Minister for Education and Training and, works cooperatively with all employers of teachers.

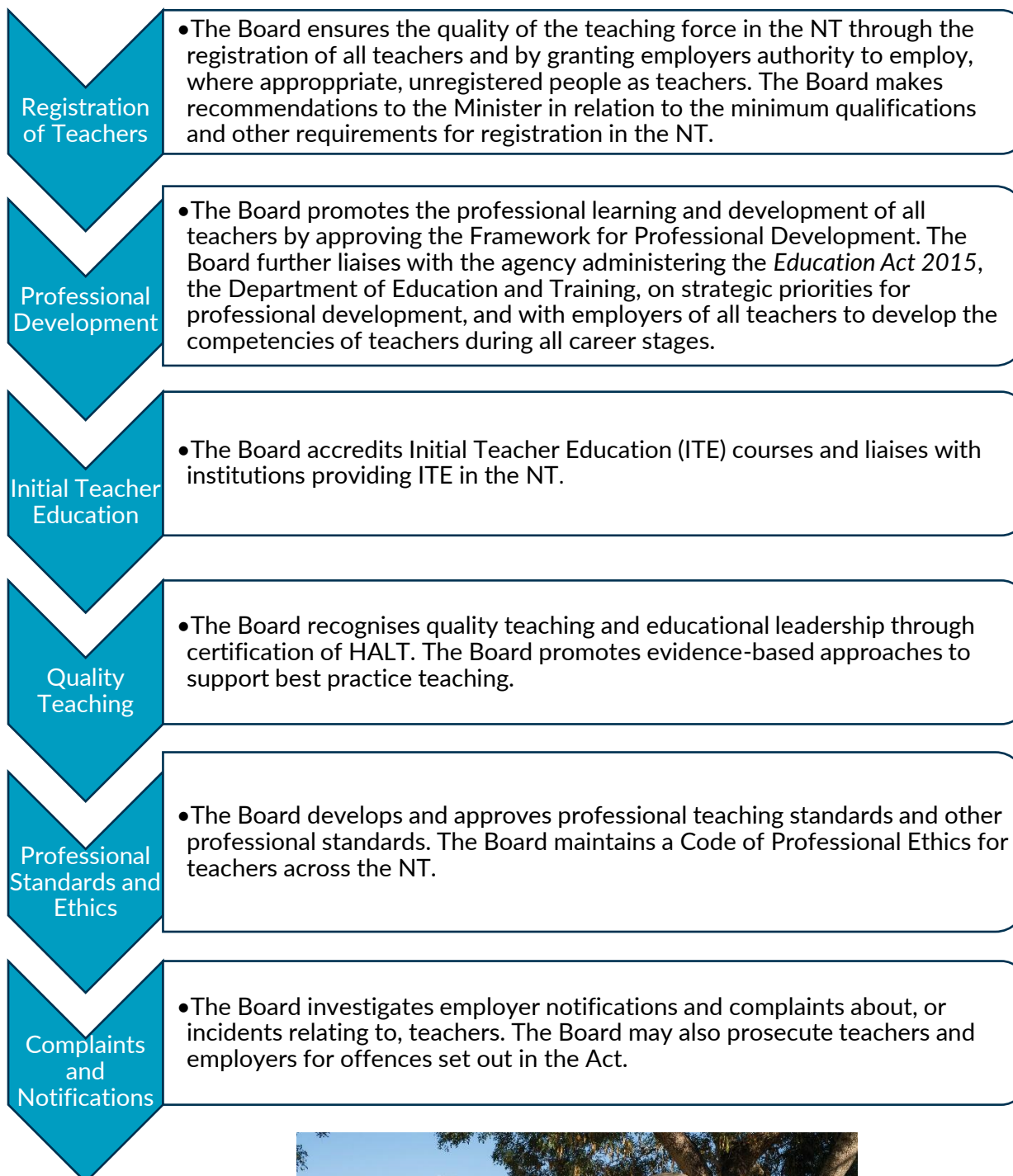
Establishment of the Board

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



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 Catholic 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 identities, and experience in the education sector.

As of 30 June 2025, membership of the Board comprised of:

POSITION & PROVISION UNDER THE ACT		MEMBER	TERM EXPIRY
Person nominated by the Chief Executive of the Department of Education and Training	7(1)(a)	Joe Hewett	October 2026
Teacher nominated by the Northern Territory Branch of the Australian Education Union	7(1)(b)	Gordon Canning	October 2026
Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union	7(1)(b)	Vacant	October 2028
Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education and Training	7(1)(c)	Greg Hauser	October 2028
Teacher nominated by the Northern Territory Principals' Association	7(1)(d)	Joanne Alford	October 2028
Educator nominated by the Association of Independent Schools of the NT	7(1)(e)	Rachel Boyce	October 2028
Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union	7(1)(f)	Cassandra Hollard	October 2028
Educator nominated by the Catholic Education Office	7(1)(g)	Shane Donohue (Deputy Chair)	October 2026
Educator nominated by Charles Darwin University	7(1)(h)	Vacant	October 2026
Educator nominated by the Batchelor Institute of Indigenous Tertiary Education	7(1)(i)	Evelyn Schaber	October 2026
Person nominated by the Northern Territory Council of Government School Organisations	7(1)(j)	Vacant	October 2026
Teacher nominated by Professional Teachers' Association of the Northern Territory	7(1)(k)	Lorraine Hodgson (Chair Person)	October 2028

Board decision making

The Board is a statutory, quasi-judicial body. 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:

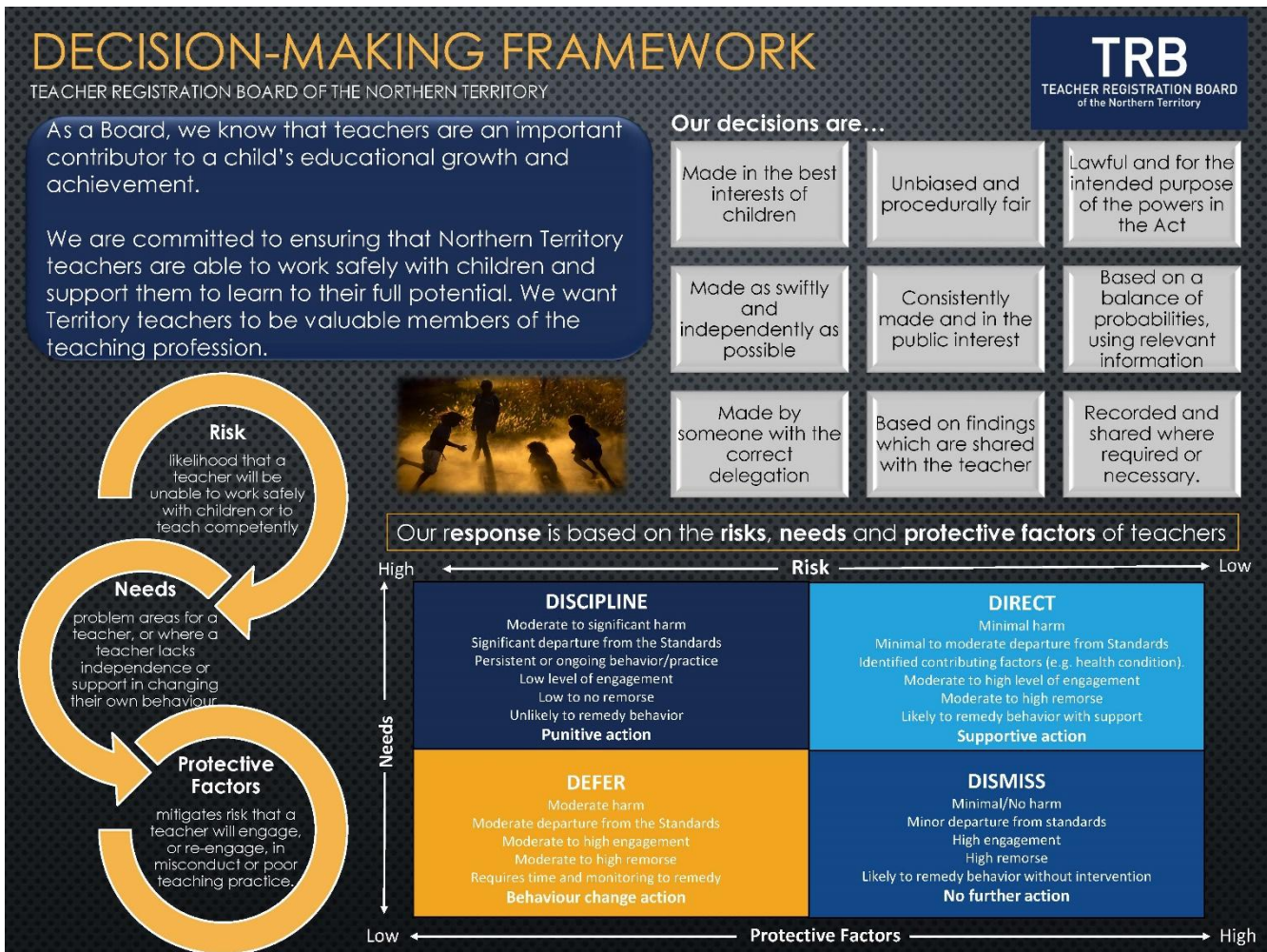
- performs its duties in a fair and impartial way
- uses its powers responsibly, for the purpose and in the manner for which they were intended

- makes decisions in the best interests of children
- acts with honesty and transparency, making reasoned decisions without bias by following fair and objective processes.

The Board adheres to their Decision-Making Framework and Guidelines to ensure decisions are fair, reasonable and appropriate. The 5 key principles that underpin the Board's decision making are:

1. child safety
2. best interests of the child
3. fairness, integrity and impartiality
4. public confidence and trust
5. accountability and transparency.

Decision-making framework placemat:



Board meetings

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

MEETING NO.	DATE	VENUE	DURATION
1.	1 August 2024	Videoconference	>1 hour
2.	12 September 2024	All Day	All Day
3.	24 October 2024	Videoconference	2 Hours
4.	28 November 2024	All Day	All Day
5.	19 December 2024	Email resolution	2 days for response
6.	21 January 2025	Videoconference	2 Hours
7.	6 March 2025	Videoconference	2 Hours
8.	17 April 2025	Videoconference	2.5 Hours
9.	22 May 2025	All Day	Full day
10.	19 June 2025	All Day	Full day

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

MEETING NO.	DATE	VENUE	DURATION
1.	8 August 2024	Videoconference	1 hour
2.	12 August 2024	Email circulation	Not applicable
3.	20 August 2024	Videoconference	1 hour
4.	14 November 2024	All Day	Not applicable
5.	19 November 2024	Email circulation	Not applicable
6.	5 December 2024	Videoconference	1 hour
7.	16 December 2024	Videoconference	1 hour
8.	13 February 2025	Videoconference	90 minutes
9.	24 April 2025	Email circulation	Not applicable
10.	26 May 2025	Email circulation	Not applicable



Board charter

In October 2024, The Board approved the Teacher Registration Board - Board Charter, which outlines expectations, functions, and utilities associated with membership of Board. The Board Charter is a policy document that clearly defines the respective roles, responsibilities and scope of the Board and its members, both individually and collectively.

The Board Charter acts as a reference guide for members, ensuring good governance and ethical decision making. The intent of the Board Charter is to prevent conflicts, boost transparency, and enhance the overall performance of the Board.

Biennial rotation and re-establishment of the Board

In accordance with section 8 of the Act, the terms of appointment are arranged so that, as far as practicable, the terms of 6 Board members expire together, with the other 6 Board members' terms expiring 2 years later. This is the basis of the biennial rotation of half the Board. A Board member holds office for a term of 4 years but can be re-appointed.

The following positions expired on 10 October 2024:

LEGISLATIVE REFERENCE	BOARD POSITION
7(1)(b)	A remote teacher nominated by the Australian Education Union Northern Territory branch (AEUNT)
7(1)(c)	An indigenous teacher nominated by the Department of Education and Training Chief Executive Officer (CEO)
7(1)(d)	A teacher nominated by the Northern Territory Principals' Association Incorporated (NTPA)
7(1)(e)	An educator nominated by the Association of Independent schools of the Northern Territory Incorporated (AISNT)
7(1)(f)	A teacher nominated by the Independent Education Union - Queensland and Northern Territory Branch (IEUQLDNT)
7(1)(k)	A teacher nominated by the Professional Teachers' Association of the Northern Territory Incorporated (PTANT)

The new 4-year Board term commenced on 11 October 2024 through to 10 October 2028. The Board acknowledges the dedication and contributions made by outgoing members Susanne Fisher, Erica Schultz, Joel Van Bentum and Dannielle Schmidt. Members Greg Hauser and Lorraine Hodgson were reappointed to their positions on the Board.

Following each rotation, the proceeding meeting is held face to face, and is a full day in duration, to re-establish the Board, appoint a Board Chair and Deputy Chair and confirm Board meeting dates for the following 2-year period.

The Board re-establishment meeting is preceded by a full day of induction, its proceedings, functions and powers under pertinent Acts for new members to the Board. The biennial rotation of the Board presents the opportunity to strengthen the Board's commitment to good governance.



Board member attendance

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

Key:

Attended
 Absent
 Resigned
 Term ended
 Term not started

PROVISION	BOARD MEMBER	01/08/2024	08/08/2024	12/08/2024	20/08/2024	12/09/2024	24/10/2024	28/11/2024	05/12/2024	16/12/2024	19/12/2024	21/01/2025	13/02/2025	06/03/2025	17/04/2025	22/05/2025	26/05/2025	19/06/2025
			OOS	OOS	OOS				OOS	OOS	Email		OOS				OOS	
7(1)(a)	Joe Hewett																	
7(1)(b)	Danielle Schmidt																	
7(1)(b)	Rosie Brunker																	
7(1)(b)	Gordon Canning																	
7(1)(c)	Greg Hauser																	
7(1)(d)	Joanne Alford																	
7(1)(d)	Susanne Fisher																	
7(1)(e)	Rachel Boyce																	
7(1)(e)	Joel Van Bentum																	
7(1)(f)	Cassandra Holland																	
7(1)(f)	Erica Schultz																	
7(1)(g)	Shane Donohue																	
7(1)(h)	Vacant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7(1)(i)	Evelyn Schaber																	
7(1)(j)	Vacant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7(1)(k)	Lorraine Hodgson																	

Board member official travel

The following table represents the official travel conducted by Board members in 2024-25 to attend all-day, face to face Board meetings in Darwin.

BOARD MEMBER	LOCATION	MEETINGS IN DARWIN ATTENDED
Joe Hewett	Elcho Island	4
Joanne Alford	Alice Springs	4
Evelyn Schaber	Alice Springs	4
Joel Van Bentum	Sydney	2
Danielle Schmidt	Borroloola	2
Rosie Bruncker	Gunbalanya	1



Strategic direction

Strategic Plan 2023-25

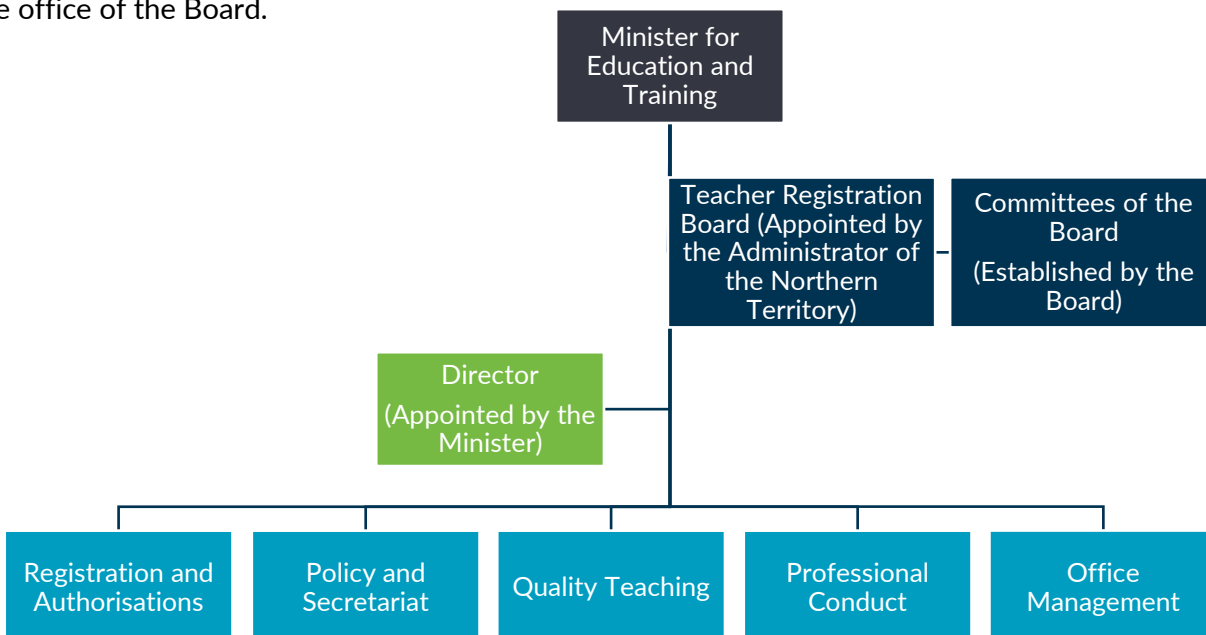
The Strategic Plan 2023-25 sets the Board’s vision, values, strategic priorities, objectives, and actions. This is based on the requirements of the Act, the functions of the Board, and current local and national drivers for change within the quality and regulation of the teaching workforce.

On 7 May 2025, the Board held a full-day strategic planning meeting to commence work on its next strategic plan, that was focussed around identifying the priorities of the Board and how it can operate as a contemporary regulator. The Strategic Plan is scheduled for completion later in 2025.

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 and Training to each of the business areas in 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.

Transparency

The Board adopts an open and transparent approach to reporting on its performance. The Board's Annual Report informs its stakeholders and the public of its progress, and expenditure of government funds. The Board's website provides publicly available information on the Board, its legislation, and its processes to ensure all community members understand the role and responsibility of the Board.

Conflicts of interest

As persons appointed to an independent statutory body, members of the Board are required to maintain a high standard of professionalism and ethical conduct in the performance of their functions. It is essential that public confidence in the Board is maintained. Consequently, all members of the Board must disclose any conflicts of interest related to the performance of their functions as Board members, whether actual, potential, or perceived conflicts of interest, including financial or other interests.

All members are aware of the need to avoid a conflict of interest between the duties in their employment and those as a member of the Board. While members may be nominated by various educational organisations, Board members do not represent those organisations while acting in their position on the Board; and when performing functions as a member of the Board, members must uphold the interests of the Board.

To uphold strong governance and maintain accurate records, all disclosures of interest are formally recorded in the meeting minutes and securely stored in a dedicated spreadsheet.



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:

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.
- teacher holds current registration.

The register can be accessed online via the TRB website.

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.

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, accurate and secure records of its activities and operations
- implementing practices and procedures to safeguard the custody of, and proper preservation of records
- making arrangements for archive services to monitor the management of its records.

Our committees

The Act enables the Board to establish committees to assist the Board in performing its functions. Committees of the Board are responsible for enquiring into, and making recommendations on, matters referred by the Board. In accordance with section 25(2) of the Act, all Board committees are required to have at least one Board member as a representative on the committee. As a practice of good governance, the Chair of each committee is a member of the Board.

The committees of the Board make significant contributions to the Board, and support the Board to perform its functions. The committees have undertaken work to review procedures, inform policy development, provide advice on national and NT strategic projects, engage with the teaching profession, and assist the Board to fulfil its regulatory and professional functions.

In October 2024, the Board considered the future direction of its work in relation to the Initial Teacher Education Committee (ITEC) and the Quality Teaching Committee (QTC) and the Employer Reference Committee (ERC). In doing so, that Board made the decision to discontinue ITEC and QTC, and to re-launch the ERC.

Employer Reference Committee

Governance and purpose of ERC

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.

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 ERC's functions in this regard include:

- facilitating the exchange of information between employers of teachers and the Board on matters of policy and procedures regarding teacher registration and authorisation, national certification, discipline, and compliance
- providing advice to the Board on the implementation of the objectives of the Act in relation to employers and registration, authorisation, national certification and discipline and compliance
- assessing and providing advice to the Board on risk and risk management.

Meetings

Since the committee's re-establishment in October 2024, two meetings were held during the reporting period.

- 12 February 2025
- 30 April 2025



ERC membership

The membership of ERC as of 30 June 2025 is as follows:

Position on committee	Member name	Current role
Committee Chair Board representative	Lorraine Hodgson	TRB Board Member and Board Chair
Catholic Education Northern Territory	Paul Greaves	Director, Catholic Education Northern Territory
Department of Education and Training	Susan Bowden	Chief Executive
Association of Independent Schools Northern Territory	Cheryl Salter	Executive Director, Association of Independent Schools Northern Territory
Christian Schools Association Northern Territory	Phillip Leslie	Chief Executive Officer

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.
- Discussion and advice regarding operational matters including registration, authorisations, HALT processes and professional development logs for teachers.
- Discussion regarding national priorities as they relate to teacher registration and education.

HALT Committee

In October 2024, the Board committed to establishing a new committee of the Board: HALT Committee. The purpose of the committee is to provide advice and recommendations to review, refine and improve the HALT certification process within the NT, ensuring it meets the needs of applicants, assessors, and relevant stakeholders. Membership and Terms of Reference of this committee are yet to be finalised.

Conditions Monitoring Committee

On 6 March 2025, the Board established the Conditions Monitoring Committee (CMC). The CMC is established to monitor conditions on teacher registration and authorisations and to make recommendations to the Board. Its establishment is owing to the increasing number of conditions imposed on registrations, aiming to reduce the load on the Board.

The below further summarises the purpose of the CMC:

- facilitate the effective monitoring of conditions on a person's registration/authorisation
- make recommendations to the Board and identify key risks on registration/authorisation conditions
- provide feedback to the Board regarding the efficacy of conditions
- make recommendations as to any modifications of/adjustment to conditions
- provide advice to the Board regarding a person's ongoing eligibility for registration where conditions have not been met
- provide advice to the Board regarding a person's ongoing eligibility for authorisation where conditions have not been met
- review compliance with authorisation conditions for the purpose of eligibility for repeat authorisation.

Membership of this committee is yet to be finalised.

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 registration 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.

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 2025 is below:



Streams of work in the office

Registration and Authorisations:

The Registration and Authorisation team is responsible for registering teachers and facilitating the authorisation of persons to assume educational duties, maintaining the official register, including Board outcomes, conditions, and compliance. The Registration and Authorisation team ensure the accuracy and integrity of the database, managing all categories of registration and authorisation applications.

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

Additionally, the Registration and Authorisation team manage registration and authorisation data and compile statistics for reporting purposes. By overseeing these critical functions, the Registration and Authorisation team ensure that teachers are properly registered/authorised 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 and Training 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 support involves high level case management with a risk management approach, analysing evidence, preparing evidence briefs, providing expert advice and preparing high level briefings and reports.

The Professional Conduct team coordinates 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 including legal counsel and unions to ensure that only people who are fit and proper, appropriately qualified, 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 Australian Professional Standards for Teachers (APST). This includes support for persons on authorisation, preservice teachers, those 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. The team provides comprehensive support to teachers, enhancing their mentoring and coaching abilities, and deepening their understanding and application of the APST.

This work spans the entire Territory, 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:

The Office Management team plays a central role in ensuring the smooth operation of the office and the Board. Over the past year, the team has focused on enabling staff and Board members by providing reliable, efficient, and people-centred support across all areas of office operations.

From coordinating travel and meetings to managing procurement and maintaining supplies, the team ensured that day-to-day operations ran seamlessly and without disruption. Their behind-the-scenes efforts have helped teams stay focused on delivering impact, confident that the practical aspects of their work are well supported.

The team also played a key role in financial and systems management, supporting budget oversight, ensuring transparency in financial processes, and maintaining effective information systems to streamline workflows. In building management, their work helped ensure that the office remained a safe, accessible, and welcoming space for all.

Through their commitment to service and collaboration, the Office Management team contributed to a culture of care, reliability, and professionalism. Their efforts have enabled staff to work with confidence, knowing they are supported by a team dedicated to creating a positive and productive workplace.

Finance

The Board operates on a budget provided by the NT Government, which is allocated by the Department of Education and Training. The total income generated by registration fees is not sufficient for the Board to operate with financial independence.

The total revenue generated by the Board from registration fees for 2024-2025 was approximately \$683,450 (including HALT fees of \$38,950). These figures represent an increase of \$32,009 from the previous year. A breakdown of the Board's expenditure for 2024-2025 is as follows:

	Budget (\$)	Actual (\$)	Variance (\$)
Employee wages	1,828,237	1,696,982	- 131,255
Operational expenditure	293,348	318,498	25,150
Total rounded	2,121,585	2,015,481	- 106,104
HALT national certification	37,000	38,950	1,950
Grants and subsidies	-	5,039	5,039
Relief teachers less than 15 days	-	5,039	5,039

Information Technology support

While the Department of Education and Training 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.

Registration

The Board assesses all applications against legislative criteria set out in the Act and Regulations. 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 and able to maintain safe learning environments.

Fit and Proper Person considerations

Teachers are required to meet suitability criteria at the point of entry into the profession and maintain these standards throughout their careers. This includes compliance with mandatory legal requirements, such as a National Police Check (NPC) for registration purposes and a valid Working with Children Clearance (WWCC) as a condition of employment. These measures are essential to ensure the safety and wellbeing of children and uphold the integrity of the teaching profession.

The Board plays a key role in assessing whether an applicant or relevant person is fit and proper to teach, in line with legislative requirements and with consideration of any criminal history. In 2024, the Board undertook a review of its process for assessing fitness to teach, particularly in relation to criminal history and disclosable court outcomes (DCOs).

These discussions reaffirmed the critical role teachers have in maintaining safe learning environments and highlighted the importance of rigorous yet fair assessment processes. This ensures public confidence that child safety remains central to teacher registration.

In early 2025, the Board implemented a classification system to streamline the assessment of criminal history and ongoing eligibility for registration. This system, aligned with legislative requirements, considers:

- risk to the safety of children
- the seriousness and/or frequency of offending
- the principles of natural justice and the right of reply
- any other relevant information deemed appropriate by the Board.

The introduction of this streamlined process has reduced the time required by the Board to consider these matters, improving efficiency while maintaining robust safeguards.

Registration fees

All applications for registration must be accompanied by the prescribed fee. Applicants for registration may pay up to three years in advance, but not beyond their term of registration expiry date.

The annual registration fee for the 2024-2025 financial year was \$105.00. TRB fees increase as of 1 July each year in line with the current Darwin Consumer Price Index (CPI) increases per the *Revenue Units Act 2009*, or three per cent, whichever is higher.

Overview of applications assessed

The Board assessed 1,071 new applications for registration during the 2024–25 financial year. The majority of these applications were considered under the *Mutual Recognition Act 1992 (Cth)* and the *Trans-Tasman Mutual Recognition Act 1997 (Cth)*.

As part of the assessment process, 78 applications were classified as Schedule H ('hard' applications). These required further investigation or additional information before a decision could be made. Of these:

- 56 applications were approved and reclassified into a standard schedule (e.g. Schedule A, B, or R).
- The remaining applications were either not granted or deferred.

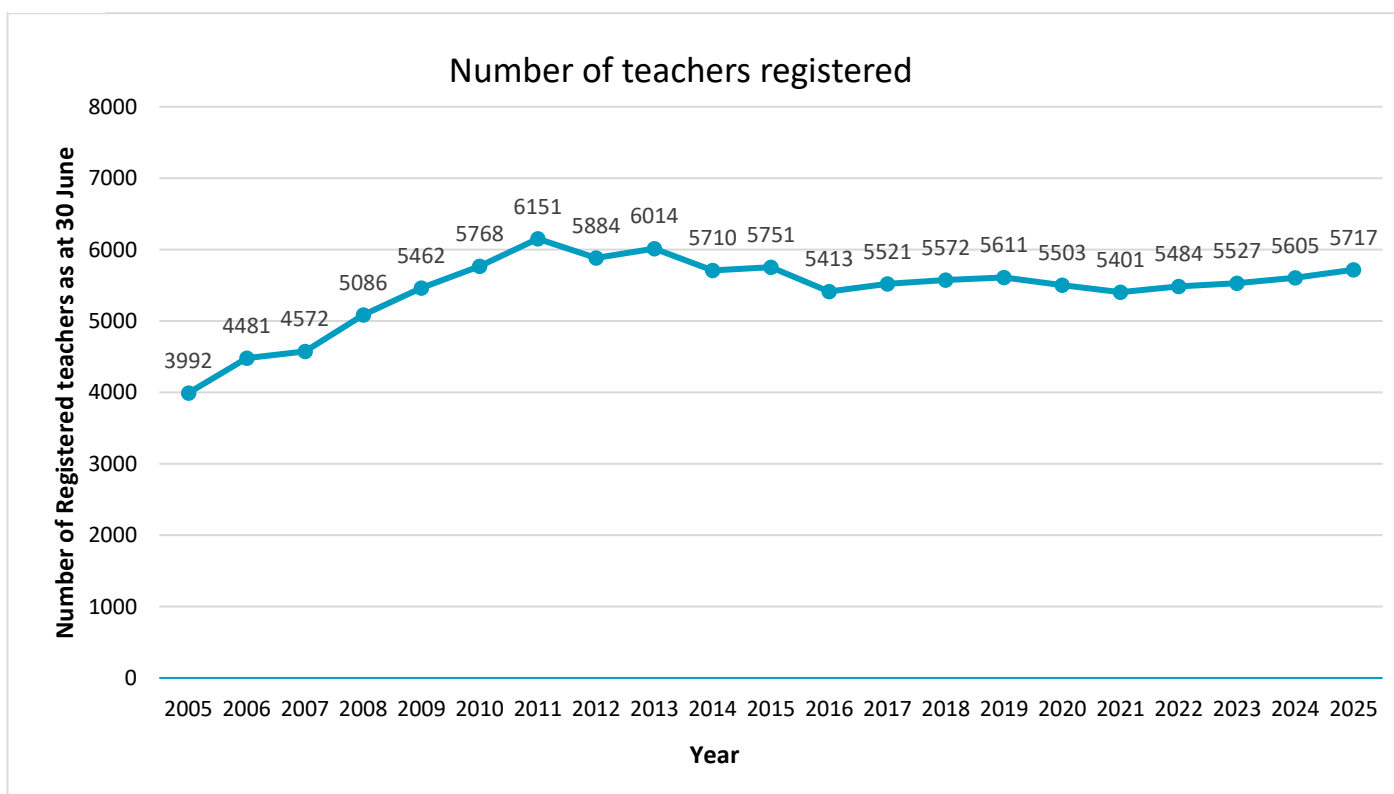
Note: Table 2 reflects only the number of new teachers who were successfully registered in 2024–25, including those initially listed as Schedule H but later approved.

In addition to new applications, the Board assessed 489 applications from existing registered teachers, including:

- 181 applications from provisionally registered teachers seeking full registration.
- 40 applications for renewal of provisional registration (for an additional two years).
- 268 applications for renewal of full registration.

Number of teachers registered

There were 5717 registered teachers in the NT in the 2024-25 period. This is an increase of 112 teachers compared to the previous financial year.



Registration statistics

Of the teachers registered in the NT as at 30 June 2025:

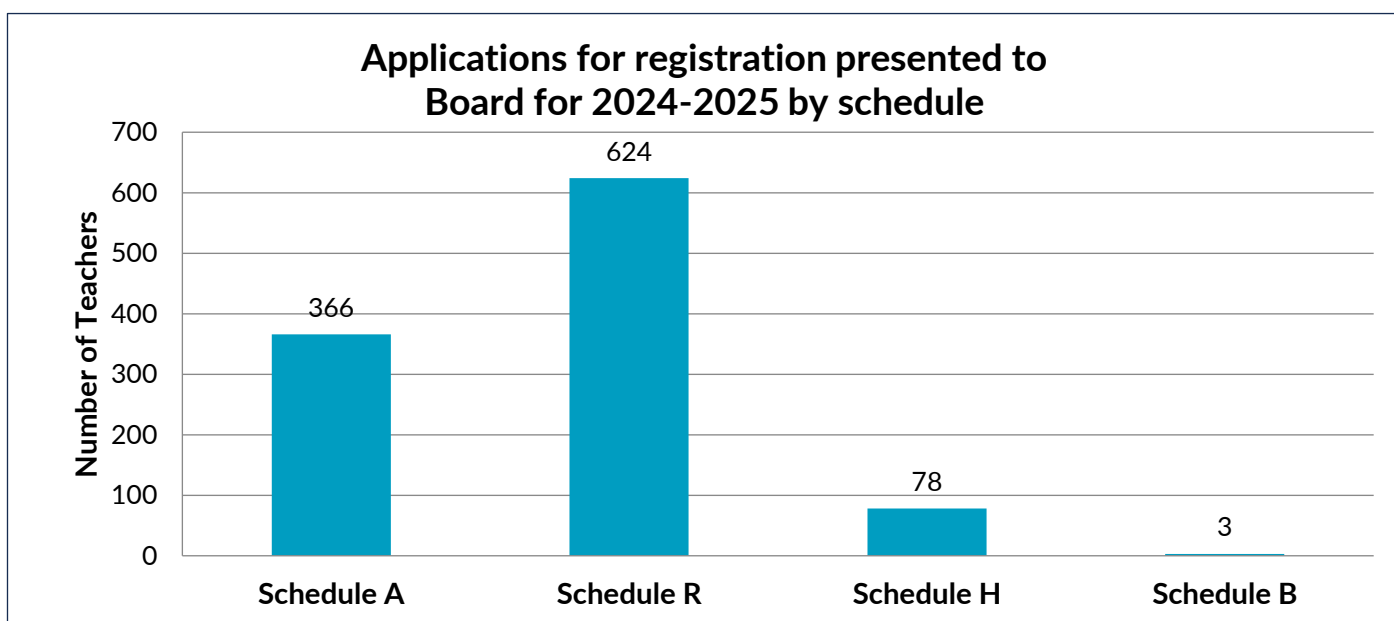
28%	Were born overseas
10%	Hold teaching qualifications from another country
4%	Identify as Aboriginal and/or Torres Strait Islander
44%	Have come to the NT from another jurisdiction
27%	Have held registration in the NT for 10 or more years.

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 Mutual Recognition (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).
Schedule T (authorisation)	Applications by a school to employ an unregistered person who does not meet registration requirements.

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



New registrations

In 2024-25, there were 1049 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 (VIT). There were 120 new graduates from Charles Darwin University (CDU) registered as teachers, this is 45 less than last year.

Table 2 – Number of new teachers registered

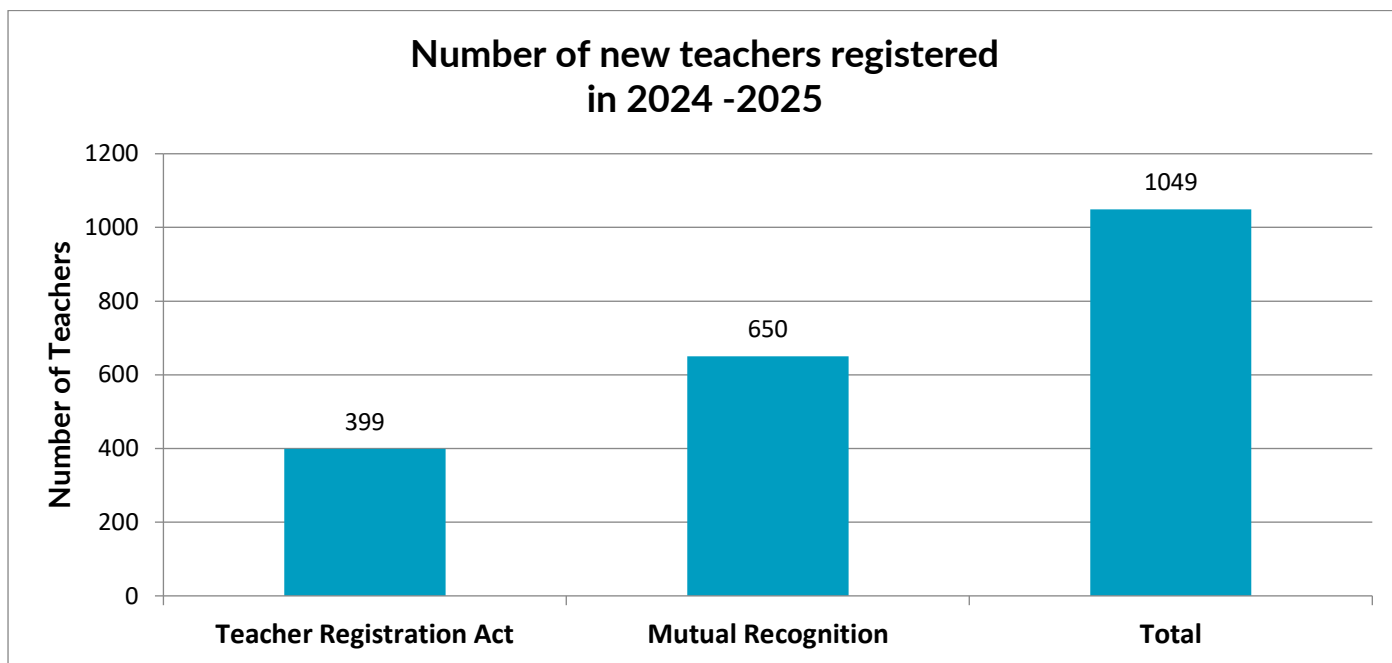
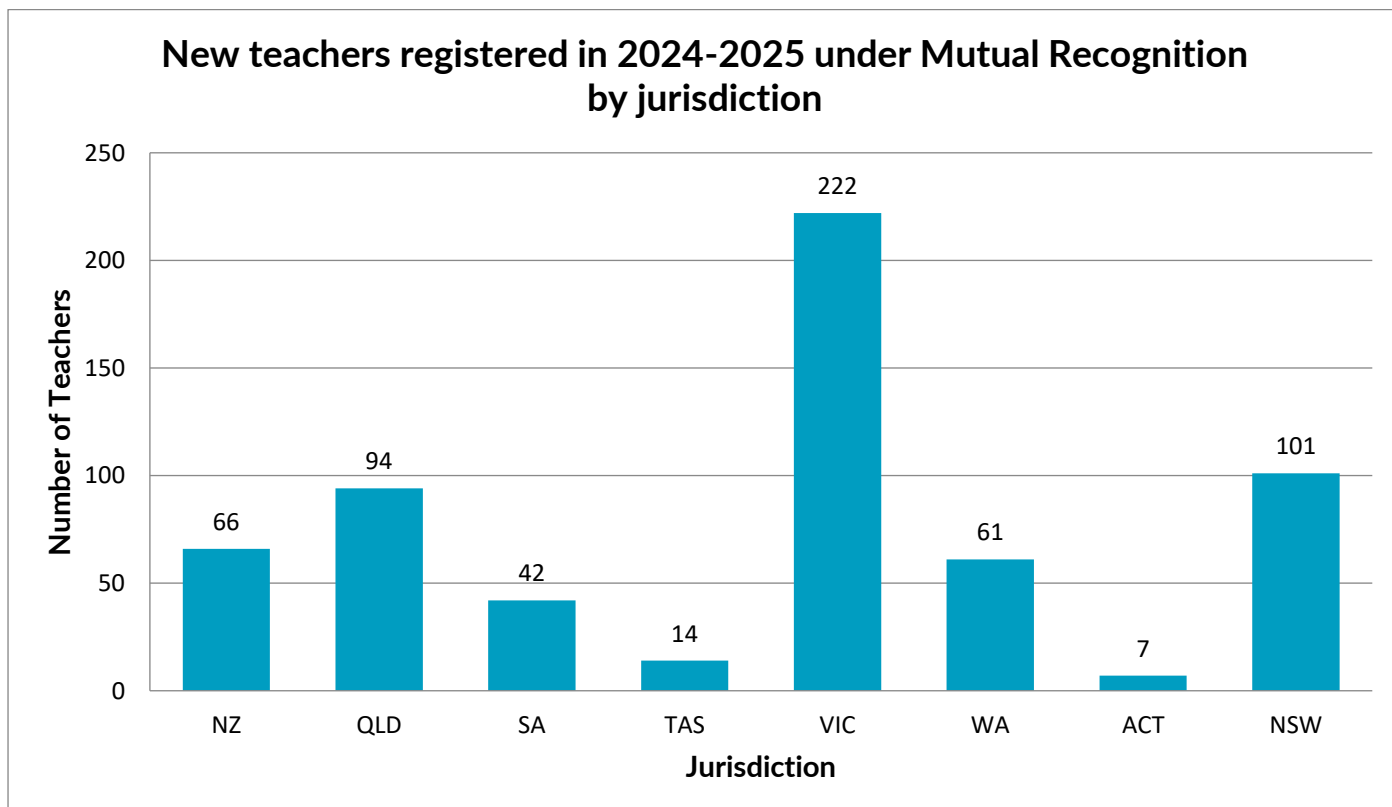


Table 3 – New teachers registered under Mutual Recognition by jurisdiction.



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

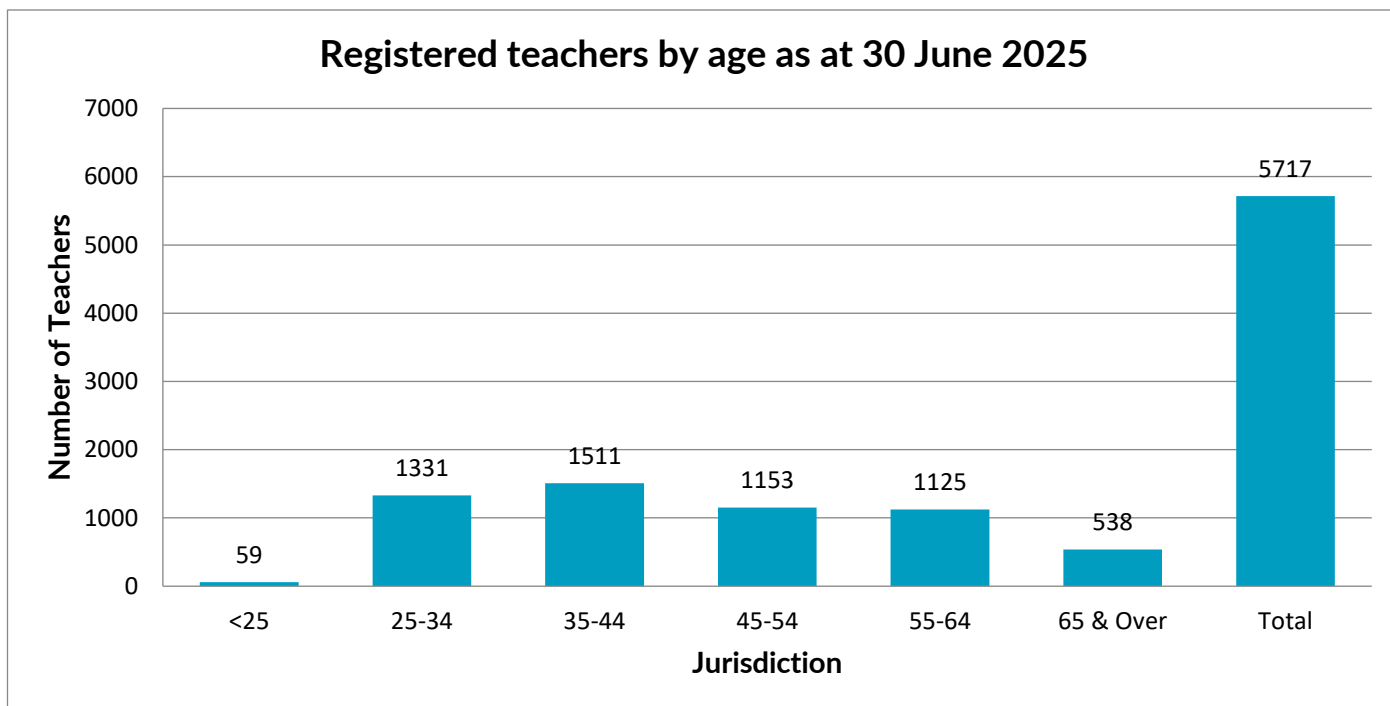


Table 5 - Registered teachers in the NT by gender

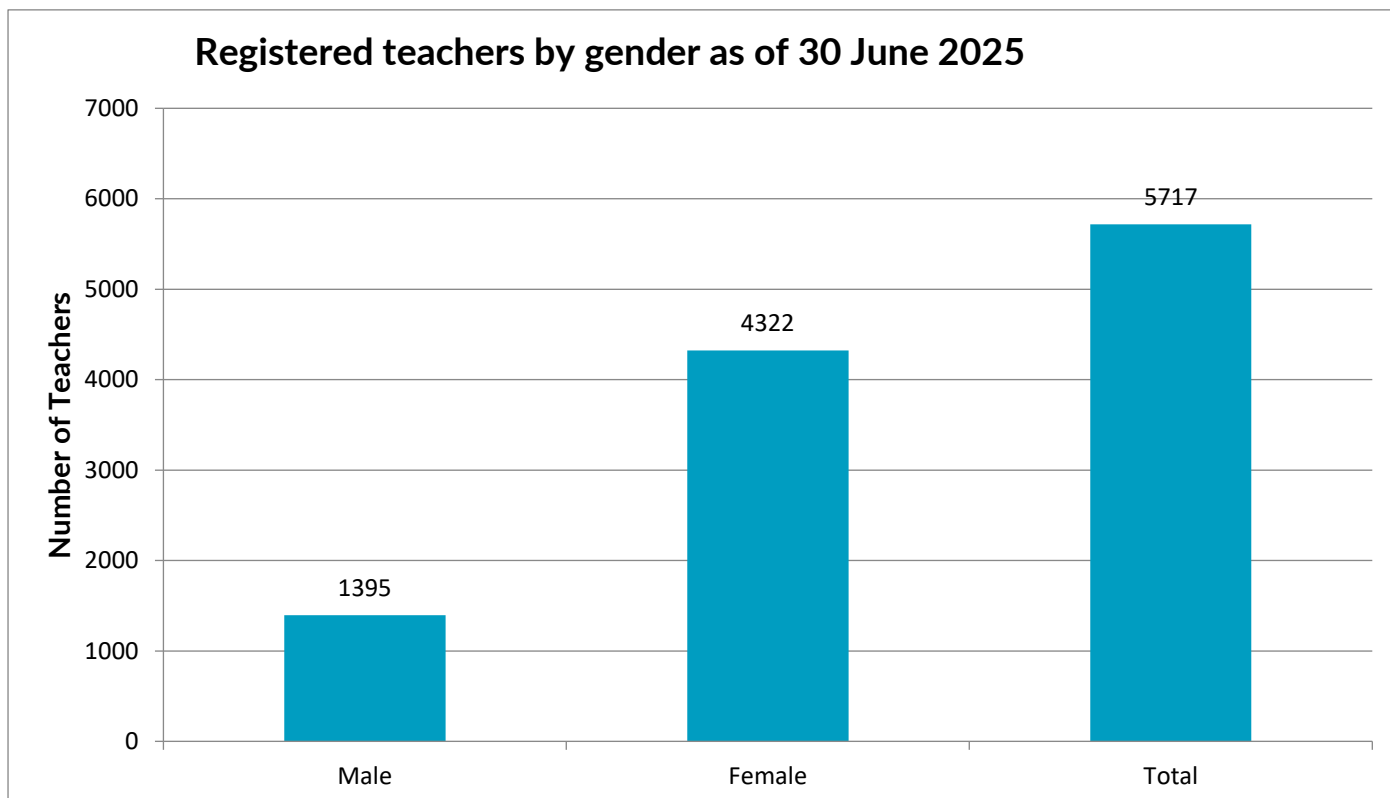


Table 6 – Registered teachers in the NT by schedule

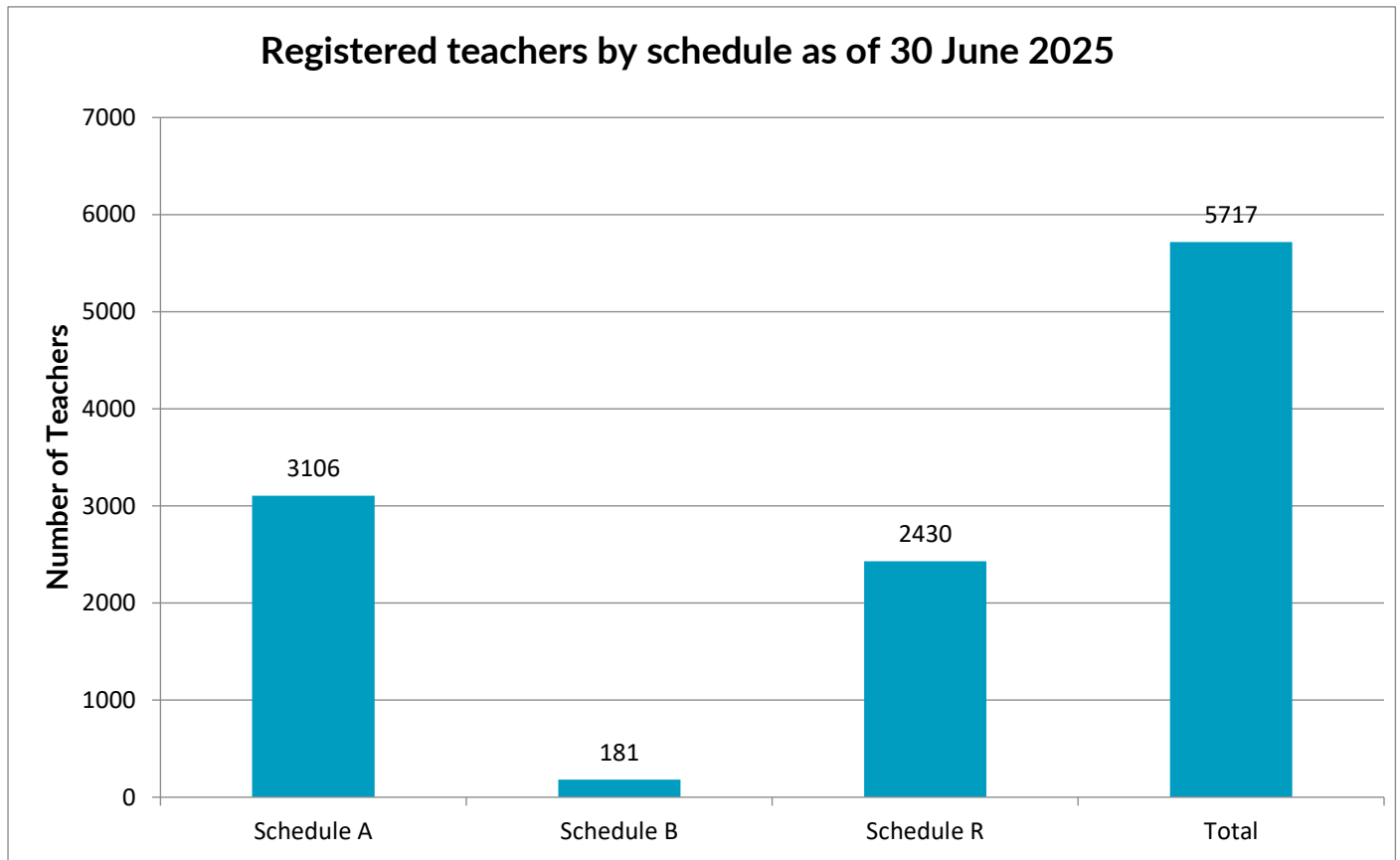
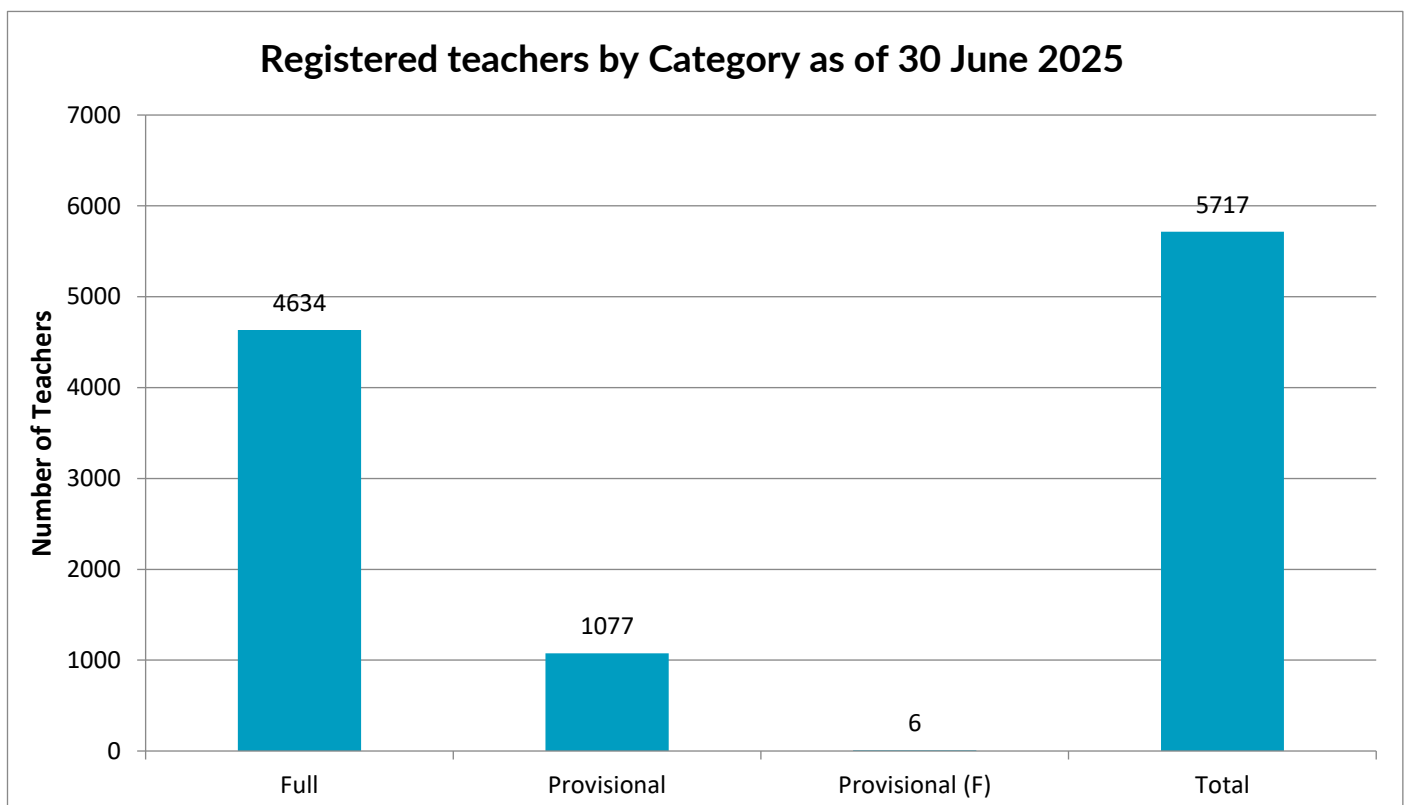


Table 7 – Registered teachers in the NT by category of registration



Names removed from the register

The names of 13 teachers were removed from the Register of Teachers in 2024-2025 at the teacher's request, due to no longer residing in the NT or retirement from teaching. The Board also cancelled the registration of one teacher who did not meet fit and proper requirements for registration.

Registration renewals

Full registration

337 registered teachers completed their five-year cycle of full registration by 31 December 2024. Of these, 69 teachers did not apply to renew their term of full registration and let their registration lapse.

Of the 268 teachers who applied to renew their five-year term of registration, 262 were granted full registration for a further five years. Six teachers did not meet the requirements for full registration, applied for and were granted provisional registration for a term of three years.

Provisional registration

Provisional Registration is a period of supported induction, or reintroduction following a career break, into the teaching profession in the Northern Territory. During this time the provisionally registered teacher works towards gaining the professional experience and currency of practice that will entitle them to be eligible for Full Registration.

In 2024, 173 provisionally registered teachers were due to complete their three-year term of registration. Of these, 40 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2026. 133 teachers either transitioned to full registration or let their registration lapse.

The Board provides a range of information sessions and professional learning to support teachers transitioning from provisional to full registration. These sessions are provided both face-to-face and online regularly throughout the calendar year. Sessions are catered to the provisionally registered teacher, mentor, and school leadership teams. They assist participants' and schools to develop:

- an understanding of the application process
- the APST
- collecting, collating, and annotating evidence
- preparing an application
- effective mentoring strategies
- observation of teaching practice for growth.

Authorisation to employ an unregistered person

The Board may, in accordance with Part 5 of the Act, 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 authorisation to employ an unregistered person.

In October 2024, work commenced to define and clarify the eligibility requirements for authorisation to employ an unregistered person, particularly Category 2 – Applicants who have specialist skills and knowledge. This was achieved through the development of a matrix listing each category of authorisation, including what duties can be undertaken as a result of an authorisation being granted under each category.

Category One – Applicants who do not hold the prescribed qualification:

Applicants in this category are experienced teachers and generally will have completed at least three years of study at a higher education institution including at least one year of approved an approved initial teacher education course.

Category Two – Applicants who have specialist knowledge and skills

This category relates to people who have specific knowledge and skills required for a particular teaching position, most commonly music and language.

2A	Indigenous Language and Culture
2B	Specialist Music
2C	Languages Other Than English (LOTE)
2D	English as an additional language or dialect (EALD) / Teaching English as a second or other language (TESOL)
2E	Artist in Residence
2F	Specialist Skills

With reference to Category 2A – Indigenous Languages and Cultures, the Board implemented a declaration form to be completed by a community leader or elder who has the cultural authority to declare that a person is proficient in the language and/or culture of that community group and is able to effectively teach the language/culture.

Category Three – Teach for Australia associates (Employment-based pathways):

Applicants in this category are enrolled in the Teach for Australia program or the accelerated program through their university.

Category Four – Pre-service teachers:

This category relates to students who are in their fourth year of study or completing a postgraduate approved initial teacher education course at Charles Darwin University and other universities in Australia.

Category Five - Vocational Education Training (VET) trainers:

This category relates to VET Trainers who are delivering vocational education and training in a school/s.

Noting that the employer holds the responsibility for applications for authorisation, the Board communicated to employers regarding the refinement of the categories, and the eligibility requirements for each category.



Authorisations statistical overview

Table 9 – Authorisations granted January 2024 – December 2024

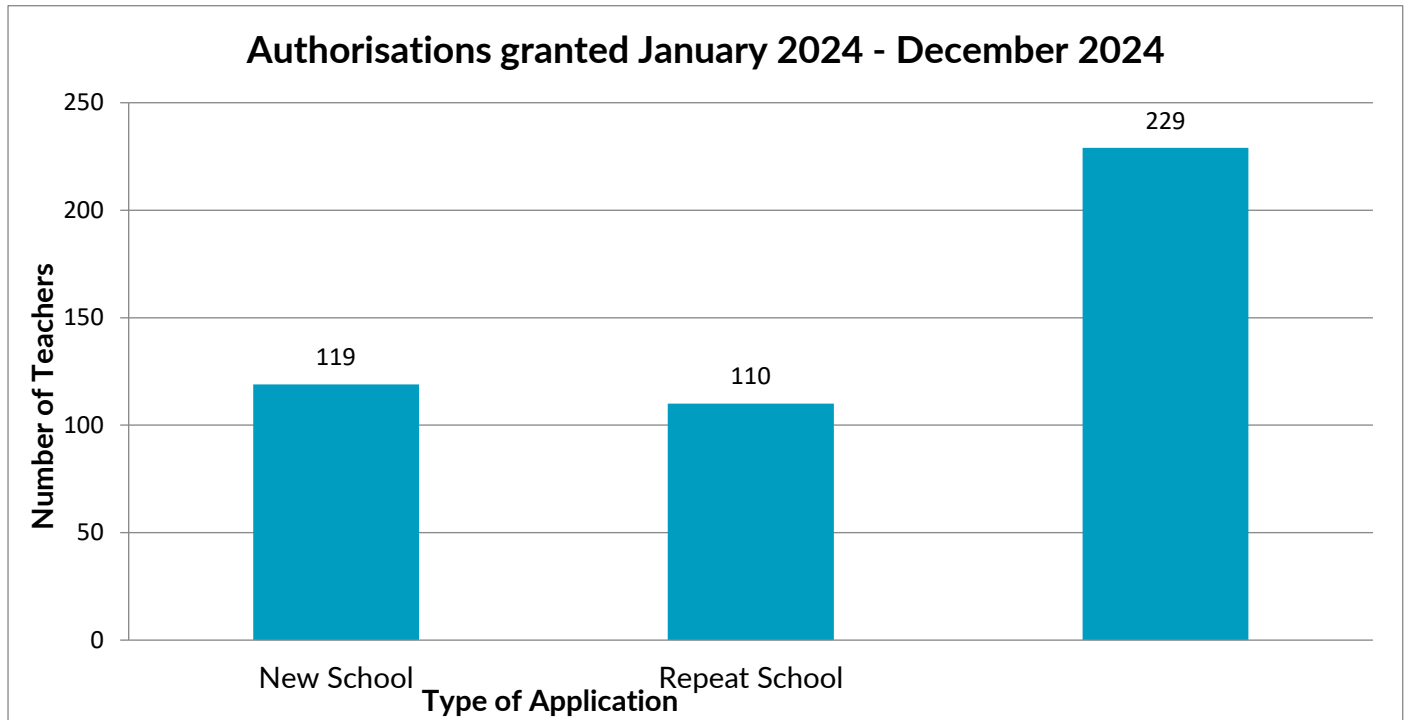
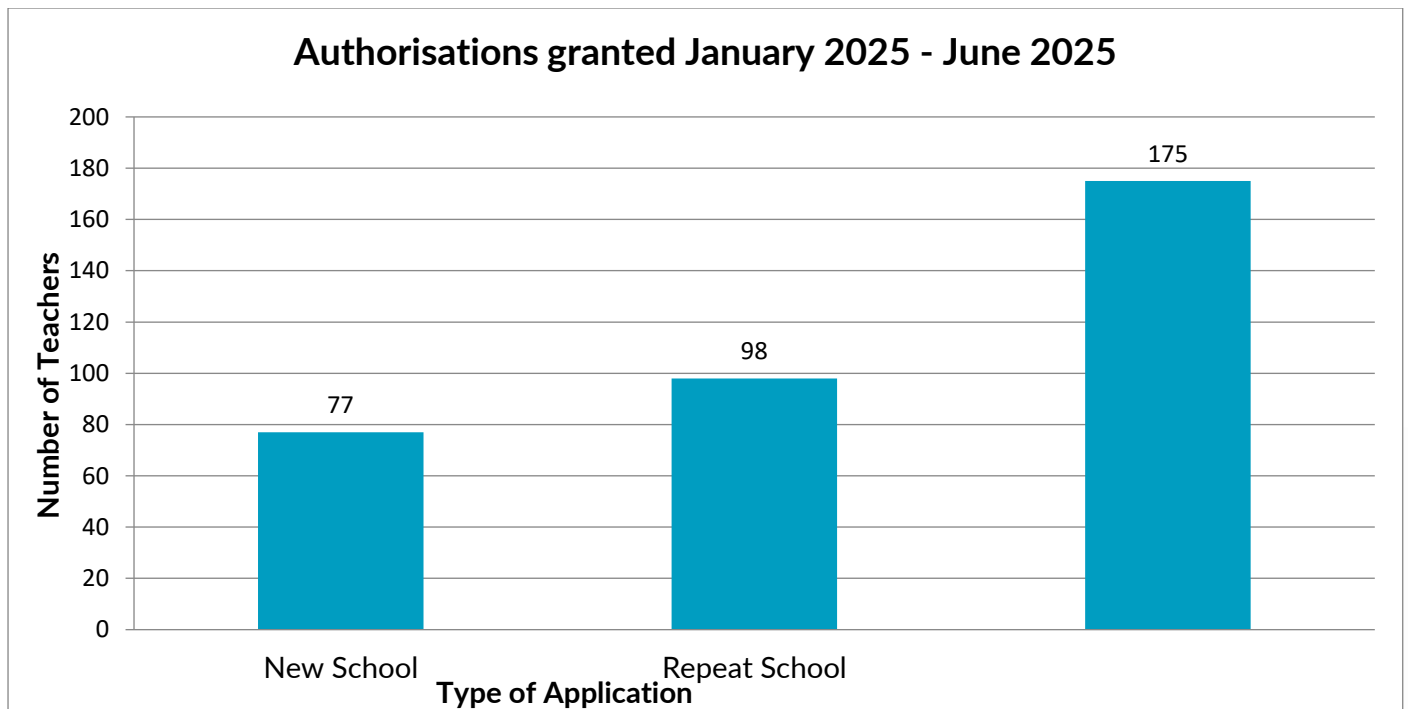


Table 10 – Authorisations granted from January 2025- June 2025



Annual Audit and Compliance

Annual Return

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. Section 78 of the Act requires employers by the end of the first term in each school year, that they must give the Board a return in the approved form, specifying the name of each person who taught at the employer's school at any time during the period 1 January to 1 March of that year.

On 7 March 2025, the office of the Board commenced the 2025 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 2025 and there was relative, though not complete, adherence to those legislated timeframes by most employers.

Section 72 of the Act stipulates that it is an offence for employers to employ or continue to employ a person to teach in a NT school while that person is without registration or an authority to teach. The maximum penalty for this offence is 50 penalty units (in the relevant period, 1 penalty unit was \$176).

Section 73 of the Act provides that it is an offence of strict liability for teachers to teach unregistered or without authorisation. The maximum penalty for this offence is 50 penalty units (in the relevant period, 1 penalty unit was \$176).

As at March 2025, 2 persons were identified to have been teaching without registration or without authorisation, 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 to the relevant provisions in the Act to ensure all stakeholders are made aware of their responsibilities the Act. 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 on the basis of 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 provisional to full registration

The audit of applications of teachers progressing from provisional to full registration is undertaken annually. The audit evaluates the integrity and efficacy of procedures, and consistency of evidence provided, assessments, employer reports for the purposes of ensuring that there is adequate progression of an individual teacher from graduate to proficient stages in accordance with the APST.

The audit found that there was considerable variability between outstanding applications and those that have not had adequate investment of time and thought. The variability of applications in some cases was under development by the applicant and/or under investment of consideration and feedback by the employer.

Teachers generally take great pride in the development of their portfolios of evidence. Most portfolios included accurate annotations which had aligned professional standards to their classroom practices. Many of these portfolios demonstrate teacher resourcefulness and student centredness in building context and inclusive teaching resources and program development. It was difficult to assess teacher

readiness to progress from Provisional to Full registration where teachers had not submitted a well-constructed portfolio.

Audit of registration renewals

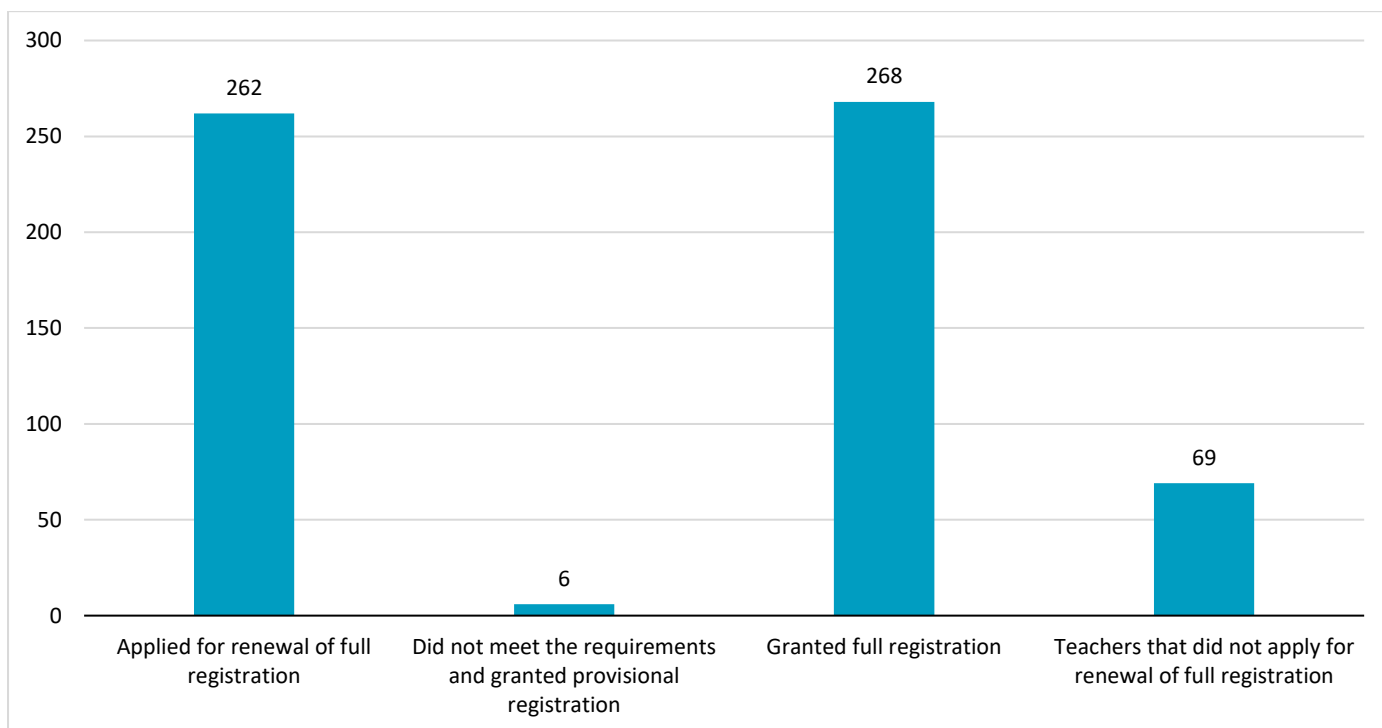
As part of the process for teachers renewing their full registration, where the teacher’s registration expires on 31 December, the Board usually conducts an audit, representative of approximately 10% of renewing teachers, however the audit was not conducted for the year ending 2024 due to a lack of resources.

Year ending 31 December 2024

The online renewal application was opened to teachers between September and December 2024 through the online services on the Board’s website. The 2024 cohort had 337 teachers eligible to renew their category of full registration:

- 268 teachers applied for renewal of full registration
- 262 teachers were subsequently granted full registration
- 6 teachers did not meet the requirements for full registration and were subsequently granted provisional registration
- 69 teachers did not apply for renewal of full registration
- 0 teachers had their renewal applications audited for this period.

Table 11: Summary of full registration renewal, year ending 31 December 2024.



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 teacher or authorised person. The Board conducts preliminary investigations and inquiries 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 declarations made by the teacher or authorised person.

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.

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 or 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.

Complaints:

For the period 1 July 2024 to 30 June 2025, there were a total of 6 complaint matters before the Board. Of these there were:

- 0 open complaint matters as of 30 June 2025
- 6 complaint matters finalised during the reporting period.

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

- 0 progressed to Preliminary Investigation
- 6 were dismissed.

Risk Classification Matrix

At its meeting in June 2024, the Board deliberated modifications to the process regarding the receipt of notifications about teachers and authorised person received by the Board. This included the development of a risk classification matrix to assist in triaging notifications received by the office of the Board, in the context of:

- child safety and mandatory reporting requirements

- best practice in case management
- timeliness with responding to high-risk conduct
- other regulatory risk frameworks, and a significant backlog of historical notifications.

In August 2024, the Board formally adopted and implemented the risk classification matrix and confirmed its definitions of teacher competence and fitness to teach.

Following this, the Board approved updates to the Employer Notification Form to enable clearer and more concise reporting of conduct matters. These updates support more accurate assessment of the seriousness of reported conduct.

The operational use of the risk classification matrix has strengthened the office’s ability to triage notifications, manage conduct matters, and support consistent and timely decision-making by the Board.

An overview of the risk classification categories can be seen below:

Priority	Risk
1A - Extreme	Extreme risk of imminent harm to children/reputational risk
1B - Very high	Very high risk of imminent harm to children/reputational risk
2A - High	High risk of imminent harm to children/reputation/impairment
2B - High	High risk of harm to children/reputation/fitness to teach
3A - Moderate	Moderate risk of imminent harm to children/reputation - impairment/fitness to teach
3B - Moderate	Moderate risk of harm to children/reputation
4A - Low	Low risk of harm to children/reputation – incompetence to teach
4B - Low	Low risk of harm to children/reputation – fitness to teach
5A - Very low	Very low risk of imminent harm to children/reputation
5B - Negligible	Not relevant/aligned to Teacher Registration Act

Notifications from Police and Director of Public Prosecutions

For the period 1 July 2024 to 30 June 2025 there were no notifications from NT Police or Prosecuting Authority matters before the Board.

Employer notifications

For the period 1 July 2024 to 30 June 2025, the following employer notification matters were handled by the Board:

- 33 new employer notification matters received in the reporting period
- 28 open employer notification matters as at 30 June 2024
- 33 employer notification matters finalised during the reporting period.

Notification from another Teacher Registration Authority

For the period 1 July 2024 to 30 June 2025, there was 1 Notification from a Teacher Registration Authority matter before the Board.

Information from another source

For the period 1 July 2024 to 30 June 2025, there were 2 matters before the Board originating from information received from another source.

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 was 1 application made for a review of the Board's decisions through NTCAT. There were no matters ongoing before NTCAT from the previous reporting period.

Cancellation of registration – Working with Children Clearance (WWCC)

If a teacher or authorised person ceases to hold a 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. There were no Board cancellations in this financial year.

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

As of 30 June 2025, there were 22 open inquiry matters being conducted by the Board.

During the reporting period of 1 July 2024 to 30 June 2025, the Board commenced 21 inquiries. The following Board members were appointed as members for these inquiry committees:

- Ms Cassandra Holland
- Ms Erica Schultz
- Ms Evelyn Schaber
- Mr Greg Hauser
- Mr Gordon Canning
- Mr Joel Van Bentum
- Ms Lorraine Hodgson
- Ms Rachel Boyce
- Ms Ruth Wallace
- Mr Shane Donohue; and
- Ms Susanne Fisher

During the reporting period of 1 July 2024 to 30 June 2025, the Board finalised 9 inquiries. The following Board members were appointed as members for these inquiry committees:

- Ms Danielle Schmidt
- Ms Erica Schultz
- Mr Greg Hauser
- Mr Gordon Canning



- Mr Joel Van Bentum
- Ms Lorraine Hodgson
- Mr Shane Donohue; and
- Ms Susanne Fisher

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 participate in 50 hours of national training
- training assessors and maintaining currency of current trained assessors through quality assurance activities
- data collection
- reporting data to AITSL and all relevant employers
- membership at national working/groups focussing on maintaining national consistency and continuous evaluation of process and relevant activities.

National HALT Summit

The National HALT Summit was held in Canberra on 8-9 May 2025 and saw over 500 attendees, joining either in person or online. Four 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.

Themed “Spark Ideas, Ignite Impact,” the HALT Summit was a well-organised and engaging event that celebrated excellence in teaching and fostered professional growth. Key elements included:

- **keynote addresses:** Internationally recognised education leaders delivered thought-provoking presentations on current challenges and innovations in teaching practice.
- **interactive workshops:** A diverse range of workshops encouraged active participation and peer learning, with strong engagement from attendees.
- **policy engagement:** A dedicated session with policymakers enabled direct dialogue on the current processes and future of teaching standards and certification, strengthening the connection between practice and policy.

- **HALT share space:** This peer-led forum allowed HALTs to present their work, receive feedback, and engage in reflective practice.
- **professional networking:** Informal networking opportunities enriched the experience, fostering a sense of community and shared purpose among HALTs.

Expanding access through virtual participation:

The summit also extended virtual invitations to school leaders, aspiring HALTs, and HALT assessors. This inclusive approach broadened access to the event’s resources and strengthened the national HALT community.

Looking ahead:

The insights gained from the HALT summit have reinforced the value of national collaboration and shared learning in advancing teaching quality and certification. The TRB committed to applying these insights to support our ongoing work in teacher certification and quality teaching.

Certification information and workshop sessions delivered

During the reporting period, 4 HALT information sessions were accessed by participants across the Northern Territory. 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. Professional learning workshops were conducted for 83 prospective applicants throughout 5 sessions.

Current certification

Category	Number of teachers in 2022-23	Number of teachers in 2023-24	Number of teachers in 2024-25
Highly Accomplished Teacher	7	3	8
Lead Teacher	12	4	9
Withdrew	1	0	0
Certification Lapsed	4	4	7
Unsuccessful applications	3	1	2

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 level
- Stage 2: classroom observation by a trained assessor (\$900)
- the HALT renewal fee is due every 5 years (\$500).

Renewal of certification

Teachers intending to maintain their national certification must apply for renewal of certification after a 5-year fixed period according to the Guide to the renewal of certification which can be found on the Board’s website. The 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 in the following table:

HALT renewal statistics		
Category	5 Year renewal	10 Year renewal
Highly Accomplished Teacher renewed	2	1
Lead Teacher renewed	2	0
Unsuccessful applications	0	0

National assessor training

HALT Assessor Training was conducted during the reporting period. The training included a 3-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. Successful completion of the training with national assessor trained status, was gained by 8 teachers. As at 30 June 2025, the NT has 28 active HALT assessors.

ITE accreditation

The Board continues to support and accredit Initial Teacher Education (ITE) programs across the NT. Following a directive from the Australian Education Minister, all ITE programs must implement new core content by the end of 2025.

As an active member of the Australasian Teacher Regulatory Authorities (ATRA), the Board contributes to the ITE Workforce Group. Through this collaboration, the Board promotes national consistency, unpacks core content, engages in interstate mentoring, and shares effective practices and resources.

The Board has strengthened its partnerships with other jurisdictions. Recently, a Stage 2 Panel with the Queensland College of Teachers was observed, focusing on their quality assurance processes for ITE accreditation. Later this year, the Board will host representatives from the VIT, to collaboratively assess core content.

The Quality Teaching Team is working closely with CDU to advise on embedding the core content across CDU's ITE programs. CDU is preparing seven courses (from Early Childhood to Secondary) for accreditation by December 2025. Each course must fully address the four core content areas and meet the required learning outcomes.



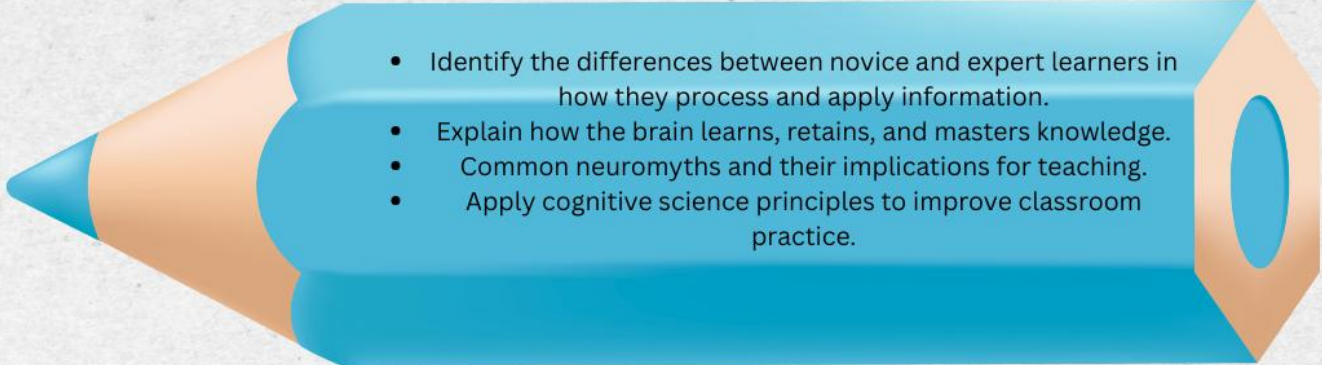
ITE Accreditation of Core Content and Panel Stage 2

Colleagues left to right:

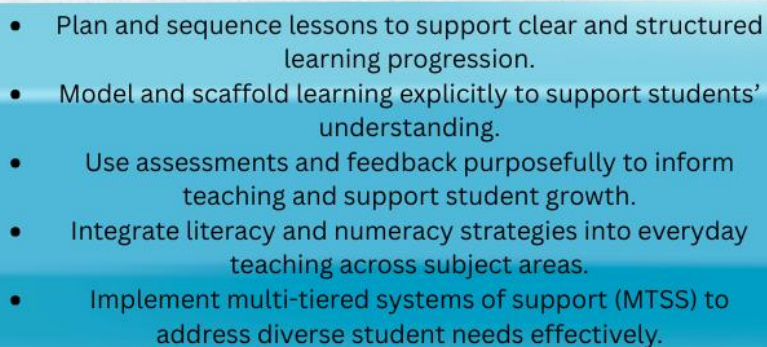
- Phoebe Haywood**, Queensland College of Teachers
- Professor Robin Shields**, University of Queensland
- Michael Smith**, Marsden State High School
- Sarah Heathwood**, Teacher Registration Board, NT
- Dr Natasha Ziebell**, University of Melbourne
- Trudy Quast**, Queensland College of Teachers.

Core content and learning outcomes

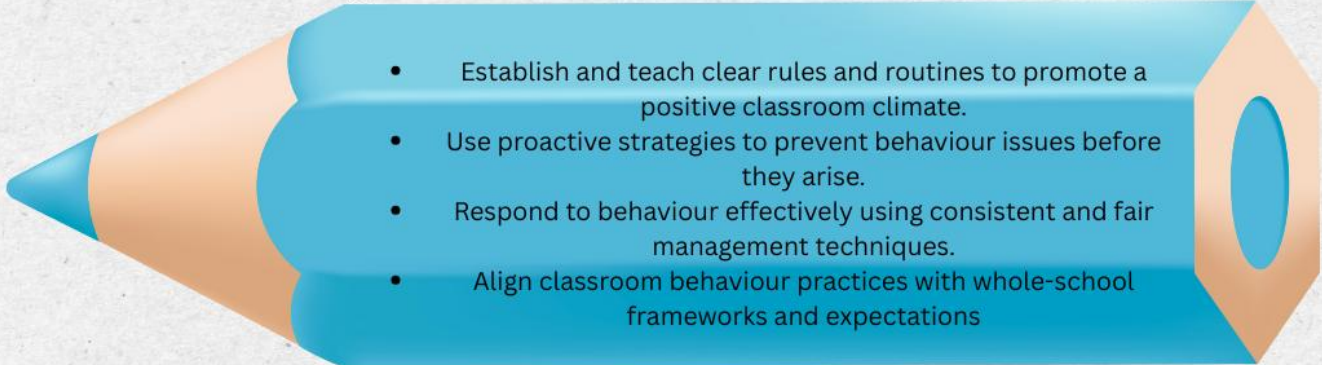
The Brain and Learning

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- Identify the differences between novice and expert learners in how they process and apply information.
 - Explain how the brain learns, retains, and masters knowledge.
 - Common neuromyths and their implications for teaching.
 - Apply cognitive science principles to improve classroom practice.

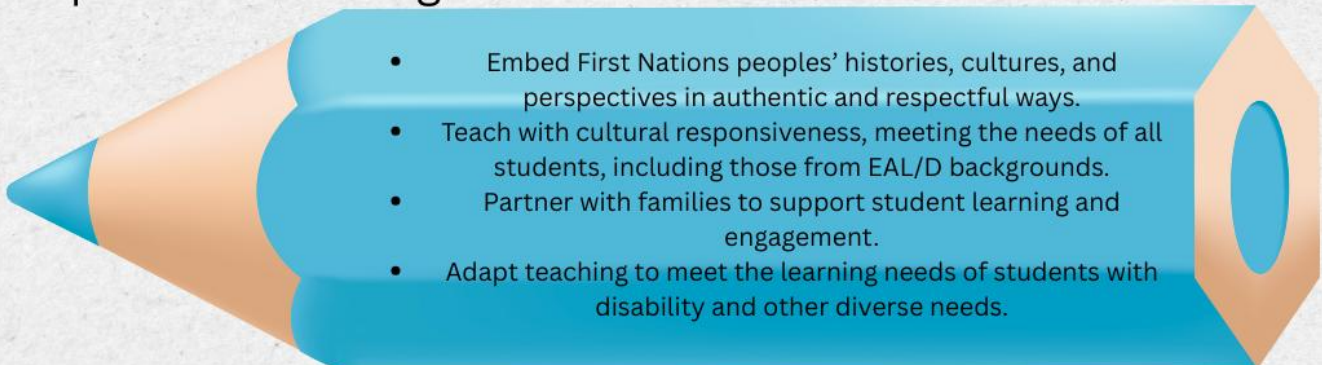
Effective Pedagogical Practices

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- Plan and sequence lessons to support clear and structured learning progression.
 - Model and scaffold learning explicitly to support students' understanding.
 - Use assessments and feedback purposefully to inform teaching and support student growth.
 - Integrate literacy and numeracy strategies into everyday teaching across subject areas.
 - Implement multi-tiered systems of support (MTSS) to address diverse student needs effectively.

Classroom Management

- 
- Establish and teach clear rules and routines to promote a positive classroom climate.
 - Use proactive strategies to prevent behaviour issues before they arise.
 - Respond to behaviour effectively using consistent and fair management techniques.
 - Align classroom behaviour practices with whole-school frameworks and expectations

Responsive Teaching

- 
- Embed First Nations peoples' histories, cultures, and perspectives in authentic and respectful ways.
 - Teach with cultural responsiveness, meeting the needs of all students, including those from EAL/D backgrounds.
 - Partner with families to support student learning and engagement.
 - Adapt teaching to meet the learning needs of students with disability and other diverse needs.

First Nations language proficiency

Action 10 of the National Teacher Workforce Action Plan: Co-design actions to attract and retain more First Nations teachers, under Priority Area 2: Strengthening ITE was considered in the undertaking of this work.

The Education Ministers Meeting (EMM) revised the national standards and procedures for the accreditation of ITE Courses. In its revision, it created an equal and alternate pathway to language proficiency recognising for the first time, proficiency in First Nations languages as opposed to Literacy and Numeracy Test for Initial Teacher Education (LANTITE).

In November 2024, the Board endorsed a declaration form to be completed by a community leader or elder who has the cultural authority to declare that a person is proficient in the language and/or culture of that community group, and is able to effectively teach the language/culture. The declaration form was developed in consultation with community and cultural groups, CDU and the Batchelor Institute of Indigenous Tertiary Education (BIITE).

The development and implementation of the declaration form achieves an outcome directed by the EMM, reflected in the National Framework for the Registration of Teachers and in the Standards and Procedures for the Accreditation of ITE.

The declaration form achieves an equitable outcome for Aboriginal people with regard to the English language proficiency requirements set out in section 30(c) of the Act, and section 5(1)(b) of the Regulations. The declaration form was provided to members of the Australasian Teacher Regulatory Authorities (ATRA) Senior Officers Group. As a result, South Australia and Victoria have requested to use the form to promote a nationally consistent template.

Stakeholder engagement

Get Recruited_ED NT 2025

Each year, CDU hosts a dedicated event for its education students. The 2025 event, held on 3 April, featured two representatives from the office of the Board and employers of teachers in the Northern Territory. They provided expert information and guidance to prospective teachers, including details about the teacher registration process.

The TRB presentation focussed on teacher competence, ethics and community expectations of teachers as well as eligibility requirements for teacher registration and required documentation for those nearing the end of their studies and preparing to apply for provisional registration.



The National landscape

ITE Quality Assurance Oversight Board

In response to the Strong Beginnings: Teacher Education Expert Panel (TEEP) report, an ITE Quality Assurance Oversight Board (ITE QAOB) was established in mid-2024. The ITE QAOB is an expert advisory body that is responsible for overseeing a systematic approach to assessing and improving the quality, consistency and outcomes of ITE programs.

The Board reports to Education Ministers through the Australian Education Senior Officials Committee (AESOC), and is intended to provide confidence to the Australian Government, states and territories and the public, that the teacher accreditation system is producing a nationally consistent level of quality in ITE programs.

Certifying Authority Network (CAN)

CAN is a national body coordinated by AITSL, that brings together all jurisdictions across Australia authorised to run the HALT certification process. While each jurisdiction and some employment sectors within acts as its own certifying authority (e.g., TRB NT, NESA in NSW, etc.), CAN ensures the process is applied consistently nationwide by aligning practices to the Framework for the Certification of HALT. It provides a forum for collaboration through regular meetings, both face-to-face and online, to share resources, support the delivery of assessor training, undertake national moderation, and address emerging issues such as the use of AI in portfolios or the recruitment of assessors from other jurisdictions. AITSL convenes and facilitates the network, offering national oversight, updates, and tools while also drawing on member feedback to refine frameworks and directions. For teachers, this means certification achieved in one jurisdiction is recognised across the country, while for certifying authorities, CAN ensures the process remains rigorous, transparent, and portable.

National Committees

The Teacher Registration Board of the Northern Territory is represented on a number of National Committees that include but are not limited to:

ATRA is a collective of TRAs across Australia and New Zealand for the purpose of collaboration and calibration of the regulatory priorities of quality teaching, teacher registration and child safety, in the best interests of children. Representatives from the Office of the TRB regularly attend working group meetings to discuss best practice, hot topics and strategic focus around each work stream.



Addendum 1- Correction to previous year data

During the preparation of this year's annual report, an error was identified in the disciplinary proceedings on page 43 and 44 of the 2022 - 2023 report. The error related to the following figures:

- complaints statistics
- notifications from Police and Director of Public Prosecutions
- employer notifications
- information from another source
- registration applications managed by the PCU

The error has been corrected and comparative figures have been restated below to reflect the correction.

The Teacher Registration Board remains committed to continuous improvement in reporting accuracy and transparency.

2022-2023 Annual Report corrected data

Complaints statistics

Complaints	
For the period 1 July 2022 to 30 June 2023 there were a total of 4 complaint matters before the Board. Of these there were:	
2	Open complaint matters as of 30 June 2023
2	Complaint matters finalised during the reporting period
4	TOTAL
In relation to the complaint matters, the Board took the following action:	
1	Progressed to Preliminary Investigation
1	Progressed to Inquiry

Notifications from Police & Director of Public Prosecutions

Notifications from Northern Territory Police or Prosecuting Authority	
For the period 1 July 2022 to 30 June 2023 there were 0 notifications from Northern Territory Police or Prosecuting Authority matters before the Board.	
0	Matter progressed directly to Inquiry
0	Matter ongoing
0	TOTAL

Employer Notifications

Notifications from Employers	
For the period 1 July 2022 to 30 June 2023, the following Employer Notification matters were handled by the Board:	
31	New Employer Notification matters received in the reporting period
24	Open Employer Notification matters as at 30 June 2023
25	Employer Notification matters finalised during the reporting period

Notification from another Teacher Registration Authority

Notification from a Teacher Registration Authority	
For the period 1 July 2022 to 30 June 2023, there were 0 Notifications from a Teacher Registration Authority matter before the Board.	

Information from another source

Information received from another source	
For the period 1 July 2022 to 30 June 2023, there was one matters before the Board originating from information received from another source.	
1	Matter progressed to Preliminary Investigation
0	Conditions imposed
0	No disciplinary action taken – letters of caution issued
0	Matter ongoing
1	TOTAL

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

Registration applications managed by the PCU

Registration applications managed by the PCU	
For the period 1 July 2022 to 30 June 2023, there were a total of 5 applications for teacher registration in the Northern Territory managed by the PCU. Of those:	
1	Granted with standard Professional Development condition
1	Granted with additional conditions
3	Refused registration
5	TOTAL

Acronyms

Acronyms	Full form
AESOC	Australian Education Senior Officials Committee
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards of Teaching
ATRA	Australasian Teacher Regulatory Authorities
ATWD	Australian Teacher Workforce Data
BIITE	Batchelor Institute of Indigenous Tertiary Education
CDU	Charles Darwin University
CMC	Conditions Monitoring Committee
DCO	Disclosable Court Outcome
DET	Department of Education and Training
EMM	Education Ministers Meeting
ERC	Employer Reference Committee
HALT	Highly Accomplished and Lead Teacher
IPP	Information Privacy Principles
ITE	Initial Teacher Education
ITE QAOB	Initial Teacher Education Quality Assurance Oversight Board
ITEC	Initial Teacher Education Committee
LANTITE	Literacy and Numeracy Test for Initial Teacher Education
MR	Mutual Recognition
NPC	National Police Check
NTCAT	Northern Territory Civil and Administrative Tribunal
PCU	Professional Conduct Unit
QTC	Quality Teaching Committee
SFNT	Solicitor for the Northern Territory
TEEP	Teacher Education Expert Panel
TRA	Teaching Registration Agency
TRB	Teacher Registration Board
VET	Vocational Education and Training
VIT	Victorian Institute of Teaching
WWCC	Working with Children Clearance



