



**T** EACHER  
**R** EGISTRATION  
**B** OARD

**NORTHERN TERRITORY**

**Annual Report 2017–18**

© Teacher Registration Board of the Northern Territory 2018

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Northern  
Territory  
Government

Hon Selena Uibo  
Minister for Education  
Parliament House  
DARWIN NT 0800

Dear Minister

**RE: TEACHER REGISTRATION BOARD 2017-18 ANNUAL REPORT**

I have pleasure in submitting the Teacher Registration Board's report for the period 1 July 2017 to 30 June 2018 in accordance with section 79 of the *Teacher Registration (Northern Territory) Act*.

Yours sincerely



Karen Blanchfield  
Chair

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### Legend used in tables

<b>Schedule A</b>
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.
<b>Schedule B</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.
<b>Schedule R</b>
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.
<b>Schedule T</b>
Application by a school to employ an unregistered person who does not meet registration requirements.

## CHAIRPERSON'S REPORT

This is the fourteenth 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 work of the Board continued as required under the Act and Board members, staff at the Office of the Board and various members of the teaching community worked diligently to ensure the functions of the Board were carried out effectively.

The renewal process for registration is well embedded with teachers meeting the nationally consistent requirement for 180 days of teaching in the previous 5 years as well as 100 hours professional learning. The Australian Professional Standards are the foundation against which teachers must provide evidence.

The Teacher Registration Board of the Northern Territory and the Northern Territory Department of Education are working collaboratively to review the *Teacher Registration (Northern Territory) Act* and *Teacher Registration (Northern Territory) Regulations*. The review serves to strengthen and update the legislative framework for the registration of teachers and the regulation of the teaching profession. Improved student learning is the purpose. In the past year, extensive consultation with stakeholders was carried out and drafting of the revised legislation is underway.

A national review of teacher registration was commissioned by the Minister for Education and Training to ensure processes are consistent and rigorous with an emphasis on teacher quality. The recommendations from the review, along with recommendations from *the Royal Commission into the Institutional Responses to Child Sexual Abuse*, remain a strong focus both nationally and locally and will inform registration and information sharing practices into the future.

The Australian Government's *Act Now: Classroom Ready Teachers* recommendations aimed at strengthening initial teacher education programs continue to be a national focus. Strong networks increase the organizational capability and ensure national alignment specifically relating to registration, accreditation of initial teacher education programs and the certification of Highly Accomplished and Lead teachers.

In April 2018, the Acting Director and I attended the International Forum of Teacher Regulatory Authorities in New Zealand. The focus topics of this biennial conference were: Teacher Capability and Teachers and Child Protection.

The Board continues to undertake investigations for notifications and complaints regarding disciplinary matters as a requirement under the Act. In the past year, there have been 14 Preliminary Investigations, with 2 completed. In addition, there have been 3 Inquiries, with 1 completed. The Board works closely with the Solicitor for the Northern Territory and the legal assistance provided in disciplinary matters is invaluable.

I acknowledge the leadership of Acting Director Sue Fisher. The expertise and commitment of Board members and Committee members enables the work of the Board to progress. I also acknowledge the competent staff of the Office of the Board who provide high quality support to the teaching profession.

**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*. 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 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 2018

	<p><i>One person, nominee of the Chief Executive of the Department of Education</i> <b>Ms Louise Corrigan</b> BA, BEd</p> <p>Appointed to October 2018</p>		<p><i>One educator, nominee of the Catholic Education Office</i> <b>Ms Bernadette Morriss</b> Dip Teach, BEd, Grad Dip Language and Literacy, MEd Leadership.</p> <p>Appointed to October 2018</p>
	<p><i>One indigenous teacher at a government school, the nominee of the Chief Executive of the Department of Education</i> <b>Ms Donna Stephens</b> Dip Teach, BEd, MEd</p> <p>Appointed to October 2020</p>		<p><i>One educator, nominee of Charles Darwin University</i> <b>Prof Greg Shaw</b> PhD, MEd, BEd, Dip Ed (Agriculture Science) Grad Cert (Online Teaching), Cert 4 (WTA)</p> <p>Appointed to October 2018</p>
	<p><i>Two teachers (one being from a remote school), nominees of the Northern Territory Branch of the Australian Education Union</i> <b>Ms Julie Donald (remote)</b> Dip Teach, Grad Dip Aboriginal ED, BEd, MA</p> <p>Appointed to October 2020</p>		<p><i>One educator, nominee of the Batchelor Institute of Indigenous Tertiary Education</i> <b>Ms Claire Bartlett</b> M Ed, Dip E-Learning, Post Grad Cert (TESOL), BEd Primary</p> <p>Appointed to October 2018</p>
	<p><i>Two teachers (one being from a remote school), nominees of the Territory branch of the Australian Education Union</i> <b>Ms Yvonne Patterson (non-remote)</b> Dip Teach, BEd</p> <p>Appointed to October 2018</p>		<p><i>One person, nominee of the NT Council of Government School Organisations</i> <b>Mr Steve Carter</b> City &amp; Guilds of London IMCC Dip Mn</p> <p>Appointed to October 2018 <b>**Deputy Chair</b></p>
	<p><i>One teacher, nominee of the Independent Education Union Queensland/Northern Territory</i> <b>Ms Elsabe Bott</b> BEd, MEd St, MEd</p> <p>Appointed to October 2020</p>		<p><i>One teacher, nominee of Professional Teachers' Association of the Northern Territory</i> <b>Ms Lorraine Hodgson</b> Dip Teach (Special Education)</p> <p>Appointed to October 2020</p>
	<p><i>One educator, nominee of the Association of Independent Schools of the NT</i> <b>Mr Andrew Manning</b> BTeach, BEd</p> <p>Appointed to October 2020</p>		<p><i>One teacher, nominee of the Northern Territory Principals' Association (formerly ANTSEL)</i> <b>Ms Karen Blanchfield</b> TTC, BEd, Grad Dip PSM, MIM</p> <p>Appointed to October 2020 <b>*Chair</b></p>

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

## Board Meetings 2017-18

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

Meeting	Date	Venue	Duration
1	10 August 2017	Teleconference	Afternoon
2	15 September 2017	Teleconference	Morning
3	26 October 2017	Darwin	Full day
4	7 December 2017	Teleconference	Afternoon
5	24 January 2018	Teleconference	Afternoon
6	1 March 2018	Darwin	Full day
7	12 April 2018	Darwin	Full day
8	17 May 2018	Teleconference	Afternoon
9	22 June 2018	Teleconference	Afternoon

## Attendance Register 2017-18

Board Members		1	2	3	4	5	6	7	8	9
		10/8/17	15/9/17	26/10/17	7/12/17	24/1/18	1/3/18	12/4/18	17/5/18	22/6/18
Louise	Corrigan	✓	✓	✓	✓	✓	✓	✓	✓	✓
Julie	Donald	✓	AP	AP	✓	✓	✓	✓	✓	✓
Yalmay	Yunupingu	AP	✓	✓	AP	A	Resigned			
Donna	Stephens	TNS						✓	✓	✓
Yvonne	Patterson	AP	✓	✓	✓	✓	✓	AP	AP	✓
Elsabe	Bott	AP	✓	AP	✓	✓	✓	AP	✓	✓
Andrew	Manning	✓	✓	✓	AP	✓	✓	P	✓	AP
Bernadette	Morriss	AP	✓	✓	AP	✓	AP	✓	✓	✓
Peter	Kell	✓	AP	AP	✓	Retired				
Greg	Shaw	TNS					✓	✓	✓	AP
Claire	Bartlett	✓	✓	✓	AP	✓	✓	✓	✓	✓
Lorraine	Hodgson	✓	AP	✓	✓	✓	✓	P	AP	AP
Steve	Carter	AP	✓	✓	✓	✓	✓	AP	AP	✓
Karen	Blanchfield	✓	AP	✓	✓	AP	✓	✓	✓	AP

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

## Vision and Values

### *Vision*

The Board is a regulatory body which enhances the quality of the teaching profession in the best interests of Northern Territory students.

### *Values*

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

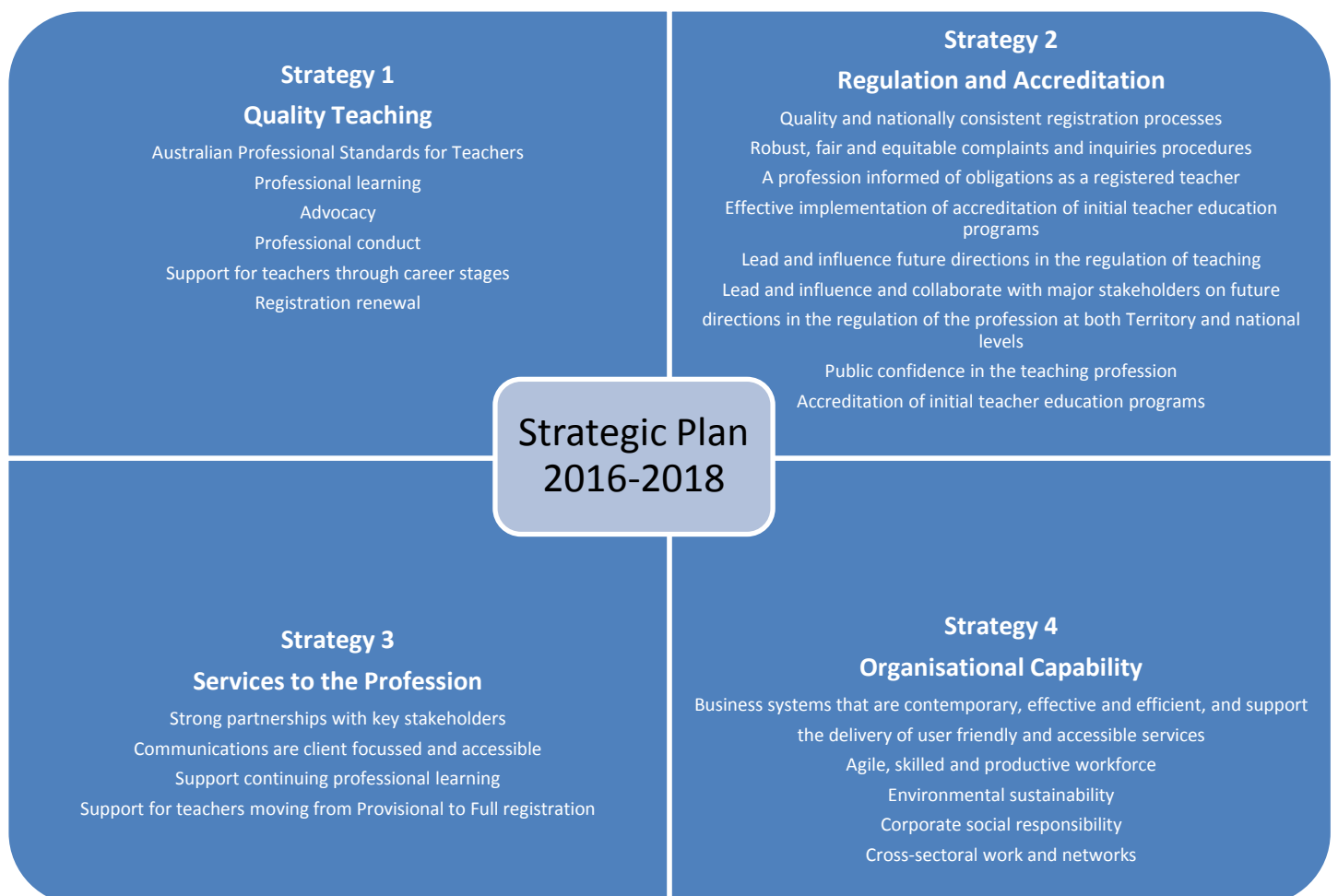
Integrity | Respect | Justice | Empathy | Dignity

## 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 2005).

## Strategic Plan 2016-2018

In fulfilling its legislative functions the Board will continue to focus on the following strategies and key result areas.



## 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*.

### 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 continued to advise the Board on the suitability of initial teacher education programs offered by Charles Darwin University (CDU) based on the processes and protocols established by AITSL and described in the *Guidelines for the Accreditation of Initial Teacher Education Programs in Australia (June 2016)* and the *Accreditation of Initial Teacher Education Programs in Australia – Standards and Procedures (December 2015)*. The professional relationships are based on the continued focus on developing quality teachers through rigorous and innovative teacher preparation programs.

The committee has focussed this year on advising the Board on implementation of the TEMAG Recommendations, specifically through the revised Program Standards and the transition of existing courses to incorporate the revised Standards. Accreditation of new courses to be offered by CDU and how that will impact on the Northern Territory, has also been advised to the Board.

#### Members as at 30 June 2018

Ms Lola Sleep (Chair)	Education Consultant – Teacher at Good Shepherd Lutheran College
Ms Kate Robarts	Growth Coach – Department of Education NT
Mr Geoff Perry	Principals' Consultant Project Officer and Grow Your Own Coordinator - Catholic Education Office NT
Ms Liz Hockey	Education Officer Curriculum – Primary & Middle Secondary Catholic Education Office ( <i>resigned January 2018</i> )

Dr Gretchen Geng	Acting Associate Professor of Pedagogy and Learning - Charles Darwin University ( <i>resigned December 2017</i> )
Associate Professor Laurence Tamatea	Assistant Dean Learning Futures – Charles Darwin University ( <i>joined January 2018</i> )
* Ms Claire Bartlett	Senior Lecturer in Teacher Education-Bachelor Institute
Ms Renee Schultz	Head of Junior School - The Essington School Darwin
Ms Pauline Schober	Teaching Schools Coordinator – CDU School of Education and NTG Education NT Partnership Executive Officer
Janine Matheson (Executive officer)	Manager Professional Learning & Standards, TRB NT
* <i>Member of the Teacher Registration Board NT</i>	

### Meetings

Three committee meetings were held during 2017 - 2018 as follows:

- 29 November 2017
- 14 March 2018
- 6 June 2018

## Accrediting Initial Teacher Education Programs

The major changes to course requirements in response to the 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	<ul style="list-style-type: none"> <li>• Undergraduate: Graduate Teacher Performance Assessment (GTPA) through Learning Sciences Institute Australia consortia</li> <li>• Post graduate: Assessment for Graduate Teachers (AfGT) through Melbourne University consortia</li> </ul>
3.1, 3.2, 3.3	Selection	<p>Academic selection:</p> <ul style="list-style-type: none"> <li>- Higher education study (bridging or enabling course)</li> <li>- VET study</li> <li>- Work and life experience (previous achievement)</li> <li>- Recent secondary education ATAR – minimum 60 ATAR and additional criteria (portfolio, audition, extra offer conditional on minimum ATAR)</li> <li>Special consideration, audition, schools recommendation scheme – no minimum ATAR required</li> <li>- International students</li> </ul> <p>Non-academic:</p>

		<p>SATAC based -machine scoring process:</p> <ul style="list-style-type: none"> <li>- Statements are concept matched for content i.e. is the statement about education? (Yes/No) – a No will result in an automatic read task for institutions</li> <li>- Statements are analysed for readability by 7 different engines – statements must pass 4 of the 7 engines for readability (for the initial implementation Readability is not factored in to the result status but can be in the future).</li> <li>- Statements are assessed against 22 personality traits – of these 3 of the Big Five Personality Traits (Agreeableness, Conscientiousness, and Openness) are used to determine the Pass/Read status</li> <li>- At this stage, a threshold of 10% has been set for a Read status</li> </ul> <p>Human intervention occurs when statement does not meet the requirements in the form of an interview with a university representative/course coordinator</p>
3.5	Literacy and Numeracy Test	<ul style="list-style-type: none"> <li>• All students enrolled from 1 January 2017 in new and old courses must do the test and meet benchmark as a condition for graduation</li> <li>• All students enrolled prior to 1 January 2017 are to be strongly advised by CDU to complete the test to increase employment opportunities</li> <li>• It is a condition of employment for Education NT from 1 July 2016</li> </ul>
4.4	Primary Specialisation	<p>Due for implementation in 2019</p> <p>CDU will focus on Literacy and Numeracy as primary specialisations</p>
5.1, 5.3	Professional Experience	<p>60 days</p> <p>Bachelor of Education Graduate Entry</p> <p>80 days</p> <p>Bachelor of Education Primary</p> <p>Bachelor of Education Secondary</p> <p>Masters of Teaching</p> <p>100 days</p> <p>Bachelor of Early Childhood Teaching</p>
6.2	Plan for Demonstrating Impact	<p>Plans have been received in all new courses through accreditation documentation and existing courses through the Transition Plan. Mandatory evidence includes:</p> <ul style="list-style-type: none"> <li>• Aggregated teaching performance assessment data</li> <li>• Aggregated assessment data from other assessments where pre-service teacher is required to demonstrate impact on student learning</li> <li>• Aggregated assessment and outcomes data linked to individuals and cohorts</li> </ul>

6.4	Annual Reporting	<p>The provider is required to submit the annual report by 30 June each year. Specific focus on:</p> <ul style="list-style-type: none"> <li>• Data as identified in the plan for demonstrating impact</li> <li>• Changes to the program</li> <li>• Nationally required data</li> <li>• Additional data</li> </ul> <p>The data focus areas are:</p> <ul style="list-style-type: none"> <li>• Selection</li> <li>• Plan for demonstrating impact</li> <li>• Specialisations undertaken by primary pre-service teachers</li> <li>• Specialisations undertaken by secondary pre-service teachers</li> </ul> <p>2017-2018 Annual Report has been received by the Teacher Registration Board of the Northern Territory</p>
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## Status of CDU Initial Teacher Education Courses

Course	Accredited to	Status
Bachelor of Education (Primary)	December 2022	Stage 2 accreditation successful
Bachelor of Education (Secondary) <ul style="list-style-type: none"> <li>• Science</li> <li>• Visual Arts</li> <li>• Music</li> <li>• Health &amp; PE</li> </ul>	December 2017	In Teach out – no more enrolments being taken
Bachelor of Education (Secondary) <ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Humanities and Social Sciences</li> <li>• Mathematics</li> </ul>	December 2018	In Teach out – no more enrolments being taken
Bachelor of Education Graduate Entry	December 2019	In Teach out – no more enrolments being taken Post graduate study has been replaced by Masters of Teaching
Bachelor of Early Childhood Teaching	December 2019	Current
Masters of Teaching	December 2022	Stage 1 accreditation successful
Bachelor of Education Secondary	December 2022	Stage 1 accreditation successful Single degree has replaced multiple BEDS courses

### Panel Member Training

The Northern Territory has 28 trained panel members to date with 8 of the 25 also trained to sit on Stage 2 accreditation panels. An additional 8 panel members will be trained in 2018 focussing on training those with secondary expertise and/or Highly Accomplished or Lead teacher certification.

### 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<sup>1</sup>.”*

The test is a requirement for graduation so whilst it is not a requirement for teacher registration, it indirectly becomes a requirement as part of the successful completion of an initial teacher education qualification. The Department of Education has made the successful completion of the test a requirement for employment from 1 July 2016.

## Standards and Professional Learning Committee

### Strategic Objective

To develop and improve professional teaching standards and facilitate and support the continuing competence of teachers in the NT against the standards of practice for the profession.

### Terms of Reference

- Make recommendations to the Board on the maintenance of the Australian Professional Standards of Professional Practice on entry and for continuing membership of the profession;
- Make recommendations on the development and maintenance of policies and guidelines for Provisional Registration, Full Registration and registration renewal requirements;
- Engage with the profession through workshops and other professional learning activities related to the maintenance of the professional standards;
- Provide advice related to developing a Professional Learning Framework for the purposes of continuing education and professional development for teachers; and
- Advise on research and promotion of quality practice in teaching in the NT.

### Goals

- Promote and develop the competencies of teachers during the early stages of their careers;
- Promote the importance of ongoing professional learning against the standards of professional practice;
- Research and promote quality practice;
- Participate in the development and implementation of Australian Professional Standards for Teachers.

<sup>1</sup> Australian Institute for Teaching and School Leadership, Accreditation of initial teacher education programs in Australia, Standards and Procedures December 2015



The Standards and Professional Learning Committee fulfils the functions of the Board under the provisions of section 11(e), (f), (g), (h) and (i) of the Act.

### Members as at 30 June 2018

Ms Claire Kilgariff (Chair)	Retired
Mrs Lorraine Hodgson	Principal, Namarluk School
Ms Julianne Willis	Education Consultant
Dr Greg Smith	Lecturer, CDU
Ms Helen Spiers	The Essington School Darwin – Director of Teaching and Learning
Ms Pam Adam	Representative – NTPA
Ms Jayne McIntyre	Education Advisor Early Childhood Intervention, DoE
Ms Clio Marah	Independent Schools representative
Mr Leon White	Representative - AEU
Mr John Bennett	Assistant Principal - NTOEC
Mrs Chantal McAllister	Manager Special Education – DoE
Ms Katrina Railton	Indigenous Workforce Development Team – DoE
VACANT	Independent Education Union (QLD & NT Branch)
Mrs Elizabeth Andrade	Manager of HALT
Executive Officer	Janine Matheson - Manager, Professional Learning and Standards, TRB NT

### Meetings

The Standards and Professional Learning Committee is currently inactive as all projects have been completed. The Committee will reconvene following the outcome of the National Review of Registration and a review of the Australian Professional Standards for Teachers.

## Provisional Registration

Provisionally registered teachers have access to a range of support materials available on the Board's website, including an Information Guide, evidence templates and exemplars. They continue to be supported through information sessions as required. Greater focus is required on support within schools for provisionally registered teachers, particularly in the area of mentoring.

## Full Registration

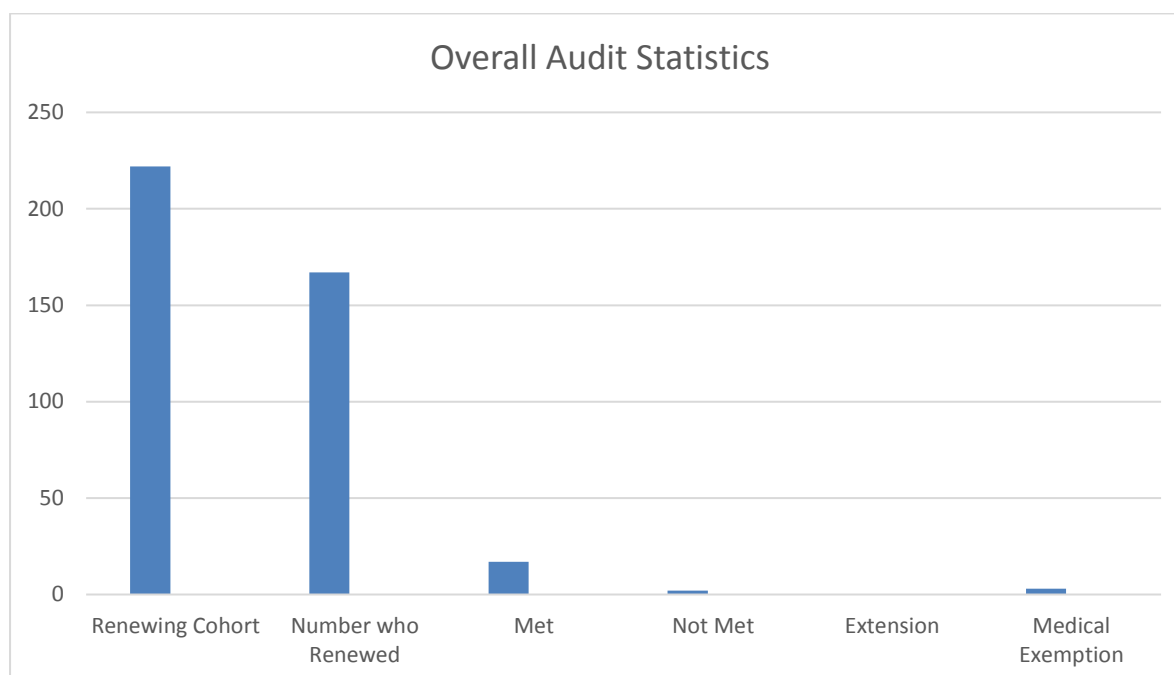
The requirement to renew Full Registration every five years, fulfils the Board's statutory requirements under section 11 of the Act ensuring that teachers, who are registered, demonstrate ongoing competence against the Australian Professional Standards for Teachers at the proficient level. Section 32 of the Act requires teachers to meet the *eligibility for registration* criteria as a *fit and proper person*.

As part of the renewal of Full Registration process for registered teachers whose category of Full Registration expired on 31 December 2017, the Board conducted an audit of teachers, representative of approximately 10% of renewing teachers. The 2017 cohort saw 167 teachers renew of a total cohort of 222 required to renew. Twenty teachers were randomly selected for audit.

The audit was conducted by notification to teachers whose registration number had been randomly selected. Teachers who were called for the audit were 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” was addressed in the online application. Upon completion of the audit, 89.4% of teachers audited met the requirements.

Of the 20 teachers randomly selected for audit, 17 met the requirements for renewal as evidenced by Statements of Employment/Service and professional learning logs and one was granted an exemption on medical grounds. Two teachers who did not meet the requirements for renewal were granted Provisional (F) Registration.

**Table 1 – Overall Audit Statistics**



## Australian Professional Standards for Teachers

Work continues on providing information and clarity on teaching practice as measured against the Australian Professional Standards for Teachers, particularly in the area of evidence. The Australian Professional Standards for Teachers are embedded in teachers’ practice and teachers are using the Standards more extensively to develop and guide their practice.

An Evidence Guide has been developed for the website for fully registered teachers and provides advice on the renewal requirements for fully registered teachers and the audit.

An Evidence Guide is currently being developed for:

- Provisionally Registered teachers
- Principals
- Mentors of early career stage teachers
- Panel members

Evidence Guides will provide a contemporary version of regulatory processes as well as providing guidance to teachers and stakeholders about measuring practice against the Australian Professional Standards.

## 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

*Mr Steve Carter (Chair)	COGSO
**Mr Greg O'Mullane	Employer – CEO
Ms Leanne Cull	Employer – DoE
Ms Cheryl Salter	Employer – AISNT
Ms Debra Twartz	Employer - NTCSA
Sue Fisher	Director TRB NT
Rebecca Maple	Manager, Professional Conduct & Policy TRB NT

*\* Member of the Teacher Registration Board NT*

*\*\*Former Member, Teacher Registration Board NT*

### Meetings

1 meeting was held during the 2017-2018 period.

The Committee focusses on developing understanding of the employer processes for managing issues of competency in relation to the Australian Professional Standards for Teachers including the use of the notification form used to guide employer notifications to the Board and aligning employer probation processes to the Australian Professional Standards for Teachers. The Committee is a key consultation body for progressing all matters to do with registration, including professional conduct and competence of teachers.

# OFFICE OF THE TEACHER REGISTRATION BOARD

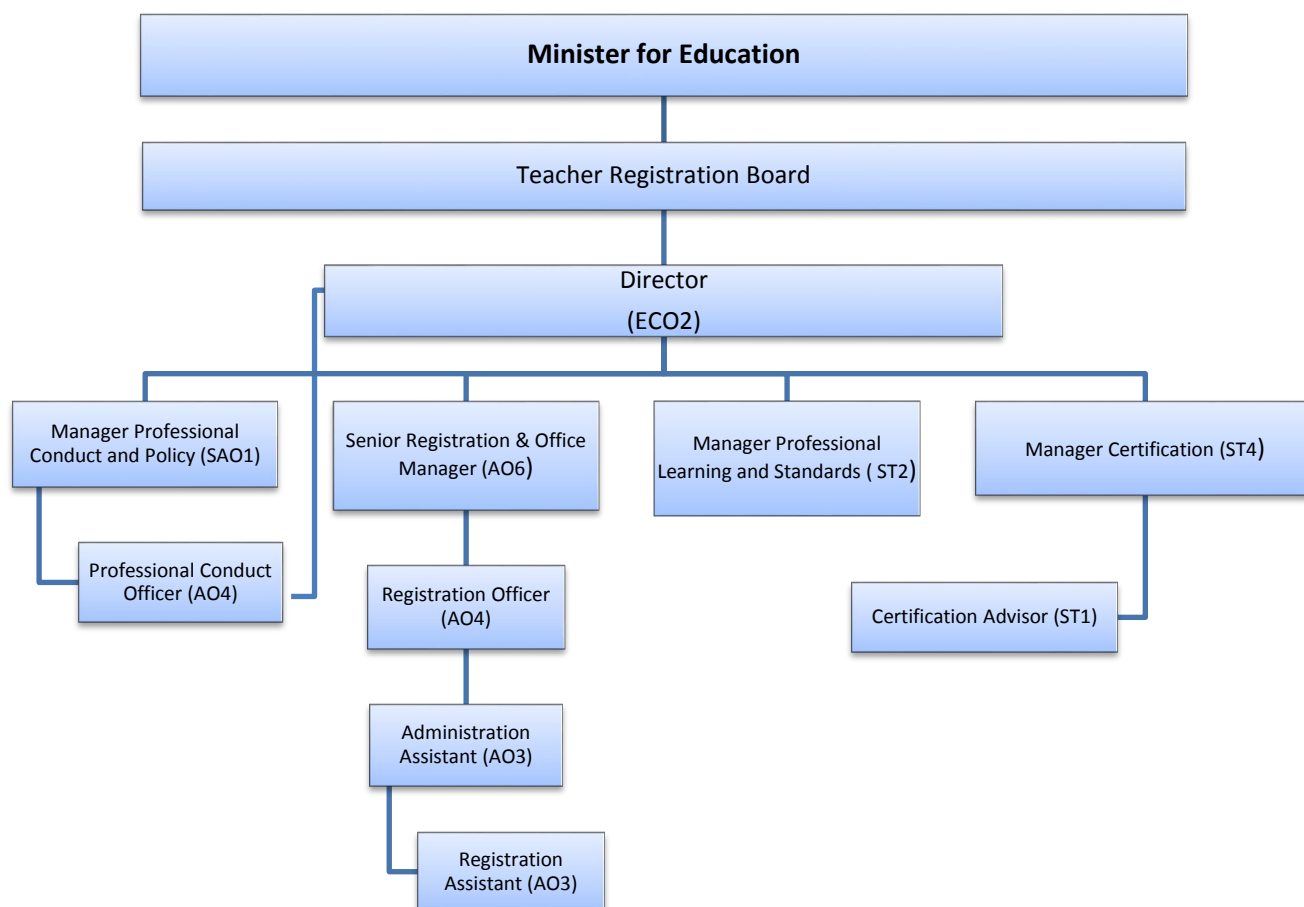
## Overview

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.	Susanne Fisher (Acting)
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.	Rebecca Carter Since April 2018
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
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 (Acting) Since March 2018  Sasha Binks (nominal )
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.	Emily Bull
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.	Eryn Cubillo (Acting)

## Official Travel 2017-2018

BOARD MEETINGS: “Board members who travelled to attend the full day Board meetings in Darwin”

Karen Blanchfield	Alice Springs/Darwin return x 3
Julie Donald	Nhulunbuy /Darwin return x 2
Yalmay Yunupingu	Nhulunbuy /Darwin return x 1

### 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 usually meet twice per year for a Special General Meeting and Annual General meeting.

The Board’s Chair and Acting Director attended both bi-annual meetings of the Australasian Teacher Regulatory Authorities (ATRA) in Adelaide in August (2017) and New Zealand in April (2018).

Karen Blanchfield (ATRA Chair)	Alice Springs/Adelaide return	x 1
	Alice Springs/Wellington return (self-funded)	x 1

### 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 2017-18:

- |   |                       |
|---|-----------------------|
| • Senior Registration and Assessment Officers Network | 1 interstate meeting  |
| • ICT Network   | 0 interstate meeting  |
| • Initial Teacher Education Network                   | 4 interstate meetings |
| • Professional Conduct and Legal Network              | 1 interstate meeting  |
| • Certification Authority Network                     | 2 interstate meetings |
| • Professional Teaching Standards Network             | 0 interstate meeting  |

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 initial teacher education in response to the recommendations of the TEMAG report *Action Now - Classroom Ready*.

### International Forum of Teacher Regulatory Authorities (IFTRA)

The Acting Director and Board Chair attended the IFTRA Meeting in New Zealand in April 2018. The focus topics were Teacher Capability and Teachers and Child Protection. Both the Chair and the Acting Director chose to attend at their own cost.

## Finances

The Board is an independent statutory authority which operates on a budget provided by the NTG and allocated by the DoE.

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 2017-2018 was approximately \$486,000, down \$149,000 from the approximate \$635,000 received in 2016-2017.

TRB	Budget	Actual	Variance
Employee	1,224,431	1,059,302	-165,129
Operational	127,689	98,664	-29,025
<b>Total Rounded</b>	<b>1,352,000</b>	<b>1,156,000</b>	<b>-197,000</b>
HALT National Certification	37,000	14,473	-22,527
<b>Grants and Subsidies</b>			
Australian Institute for Teaching and School Leadership	19,000	<b>15,656</b>	<b>-3,344</b>
Relief Teachers less than 15 days	4,500	0	-5,000

### 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.

## 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.

The new online environment allows teachers to amend some personal details in their 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. One request for access to government information held by the Board was received during 2017-2018.

### 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

### Strategic Objective

To maintain the standards of professional practice for NT teachers through a standards-based, regulatory framework that ensures only appropriately qualified, competent and fit and proper persons are employed as teachers in the NT.

### Goals

- Maintain a robust and efficient registration system.
- Strengthen initial teacher education programs in the NT.
- Ensure only fit and proper persons maintain registration in the NT.
- Maintain a Code of Ethics.

## 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 51 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				
5521	5572				

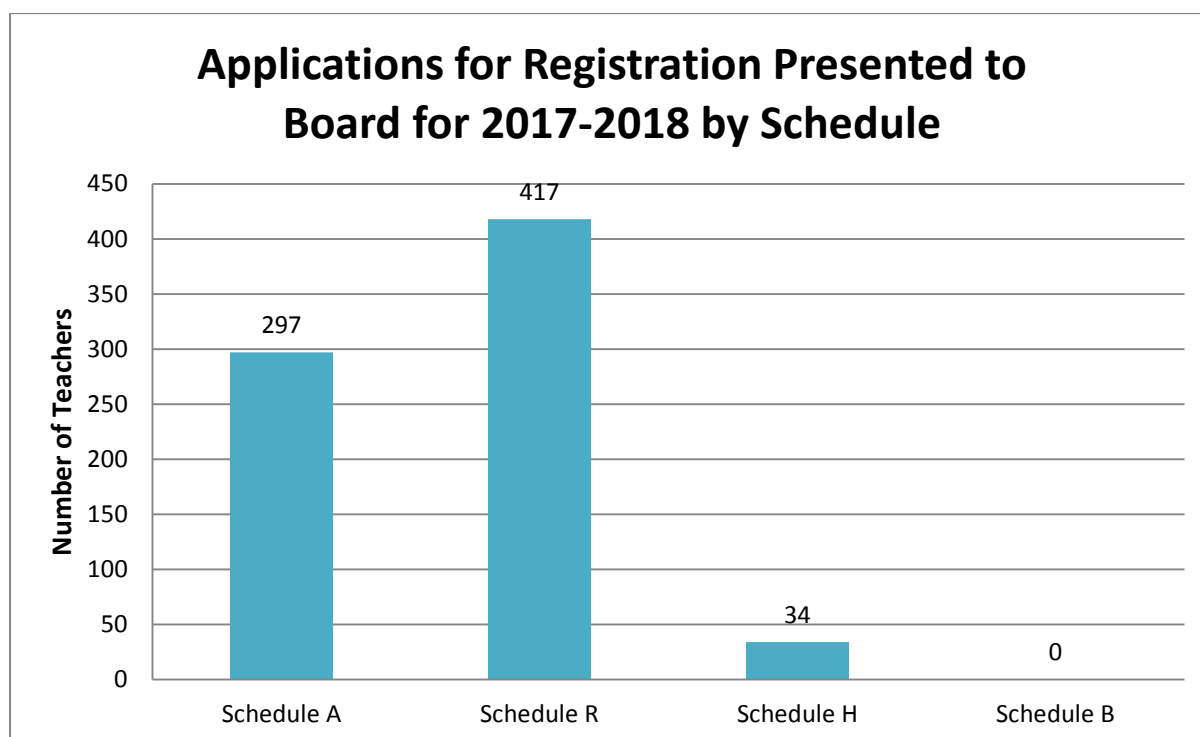
## Applications Assessed

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 748 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 34 instances of applications categorised as being 'hard' (Schedule H). These applications require additional research and are presented to the Board case by case. One Schedule H application was not approved by the Board for Registration.

While the 34 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 2017-18.

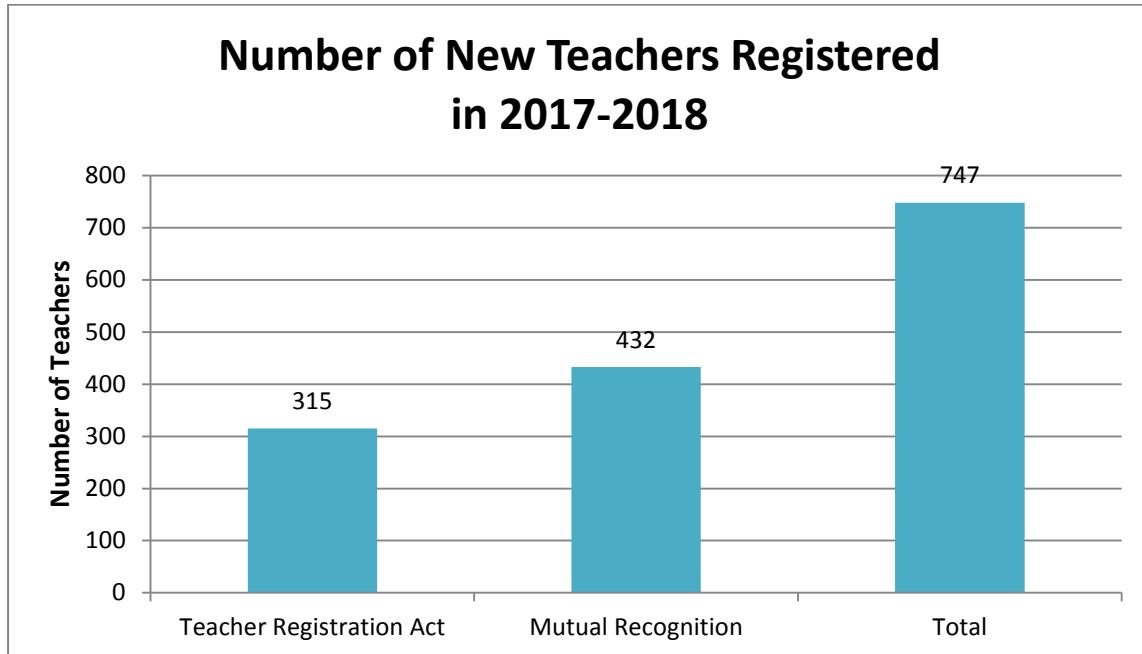
**Table 2 – Applications for registration presented to Board by schedule**



## New Registrations

In 2017-18, there were 747 new teachers registered in the Northern Territory. The majority of Mutual Recognition (MR) applicants held registration with the Victorian Institute of Teaching. There were 61 new graduates from Charles Darwin University registered as teachers.

**Table 3 – Number of new teachers registered**



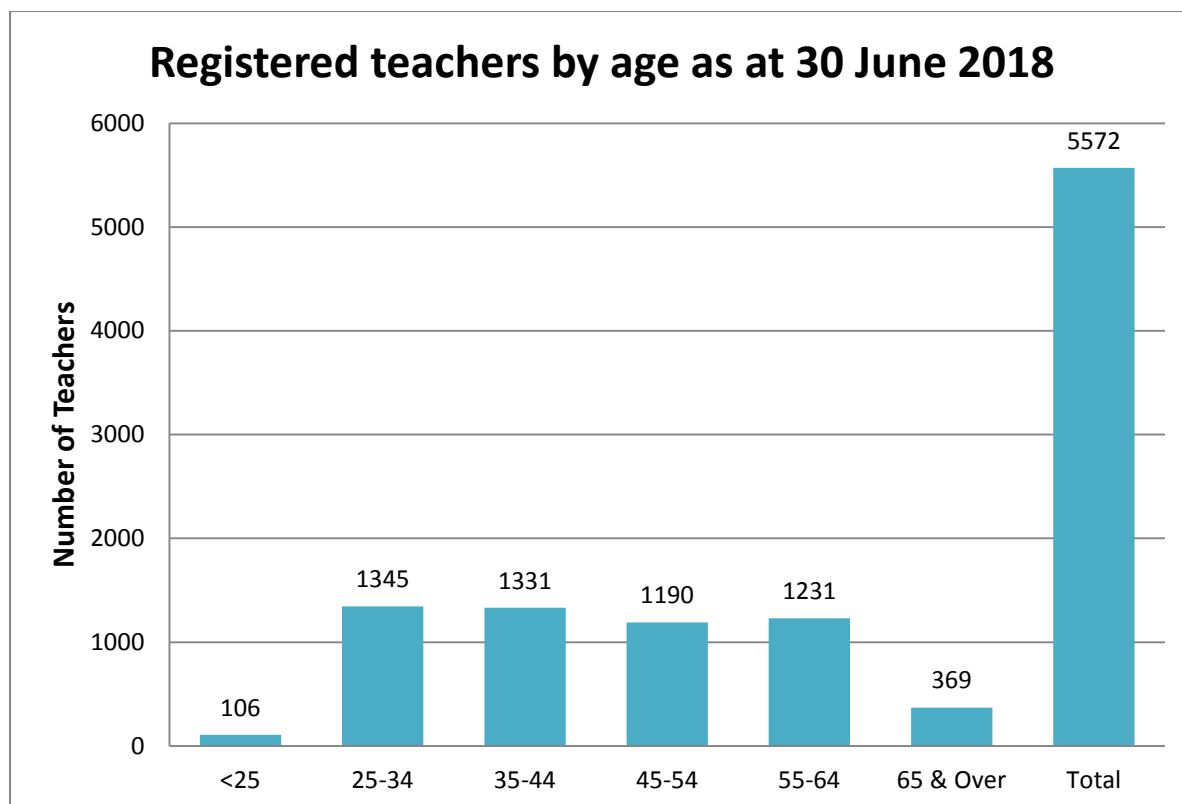
**Table 4 – New teachers registered under Mutual Recognition by jurisdiction**



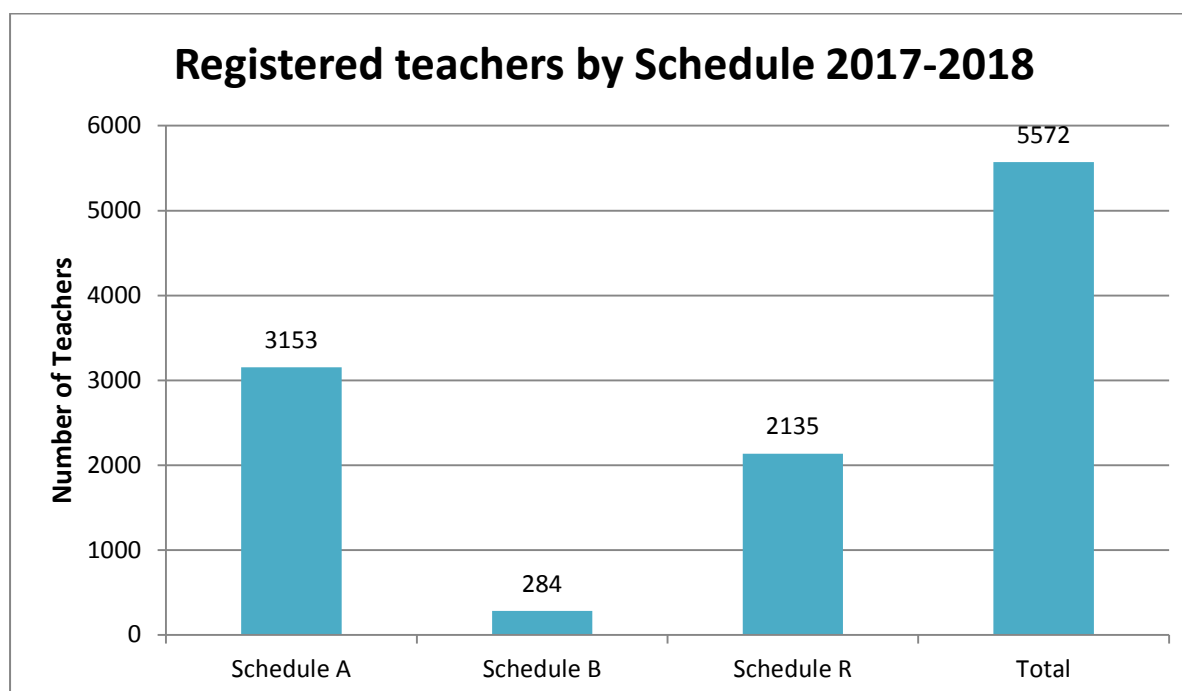
## Profile of Teachers Registered in the Northern Territory

Of the teachers registered in the Northern Territory, there is a relatively even spread of teachers aged from 25-64, with slightly more in the 25-34 age bracket.

**Table 5 – Registered teachers by age**



**Table 6 – Number of registered teachers by schedule**



## Registration Renewals

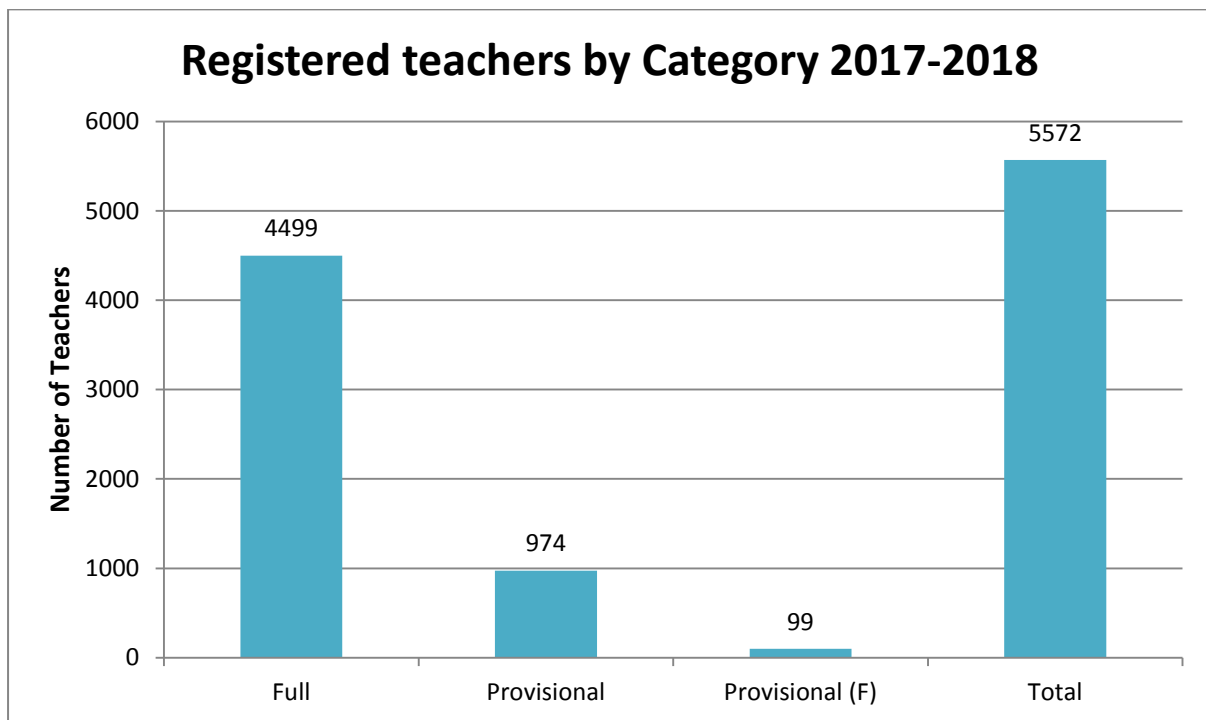
In 2017, there were 254 Provisionally Registered teachers who came to the completion of their first three year cycle of registration. Of these, 79 teachers did not transition to Full Registration and were granted a two year renewal ending 31 December 2019.

There were 174 fully registered teachers who came to the completion of their first five year cycle of registration on the 31 December 2017. Of these, 48 teachers did not apply to renew and their registration lapsed.

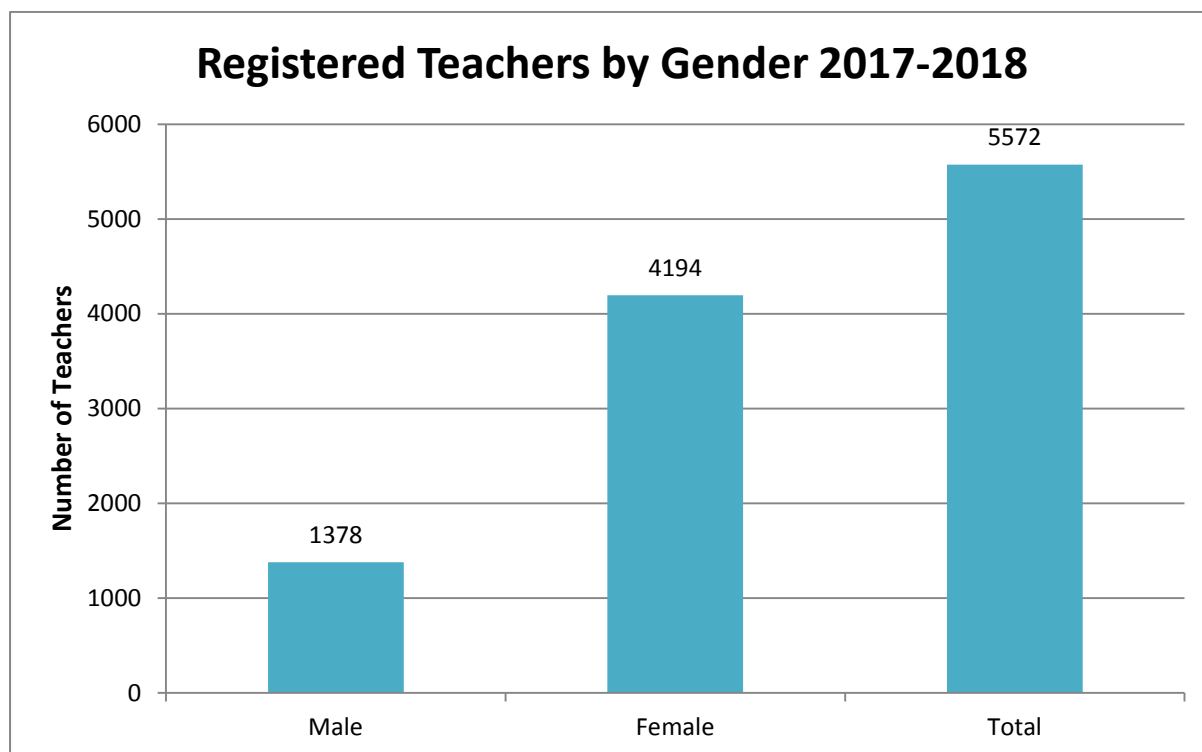
Of the 174 who applied to renew their 5 year term of registration, 167 were granted Full Registration for a further 5 years, and 7 teachers who did not meet the requirements for Full Registration were granted Provisional \* (F) Registration for three years.

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

**Table 7 – Registered teachers by category**



**Table 8 – Registered teachers by gender**

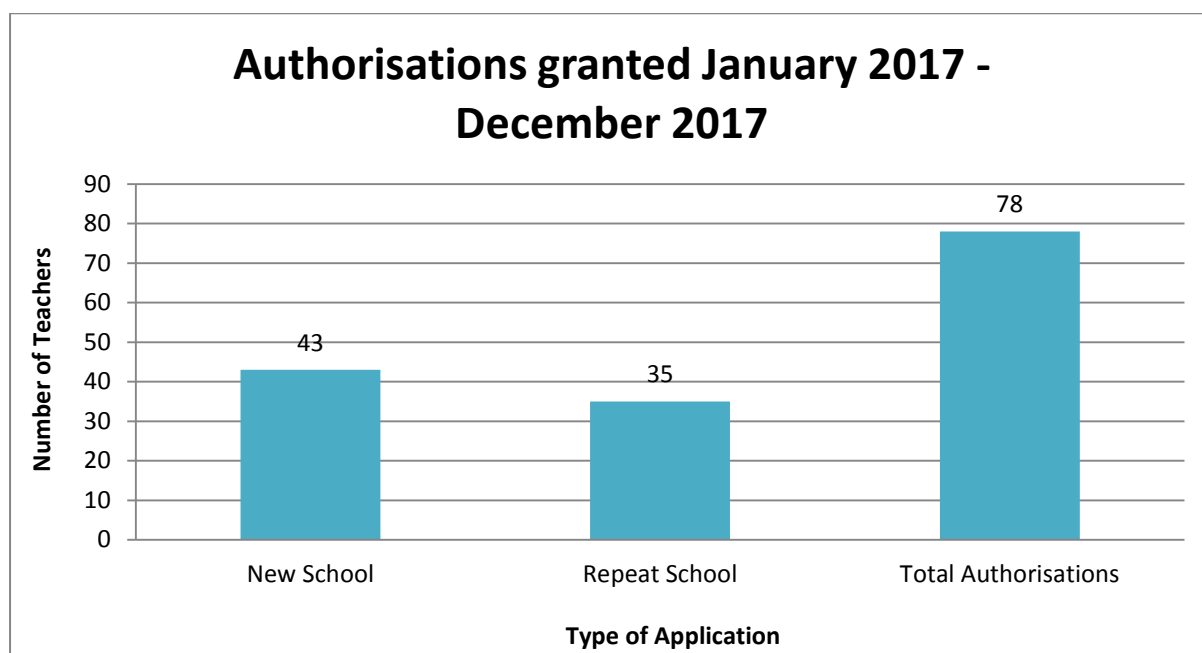


## Names Removed from the Register

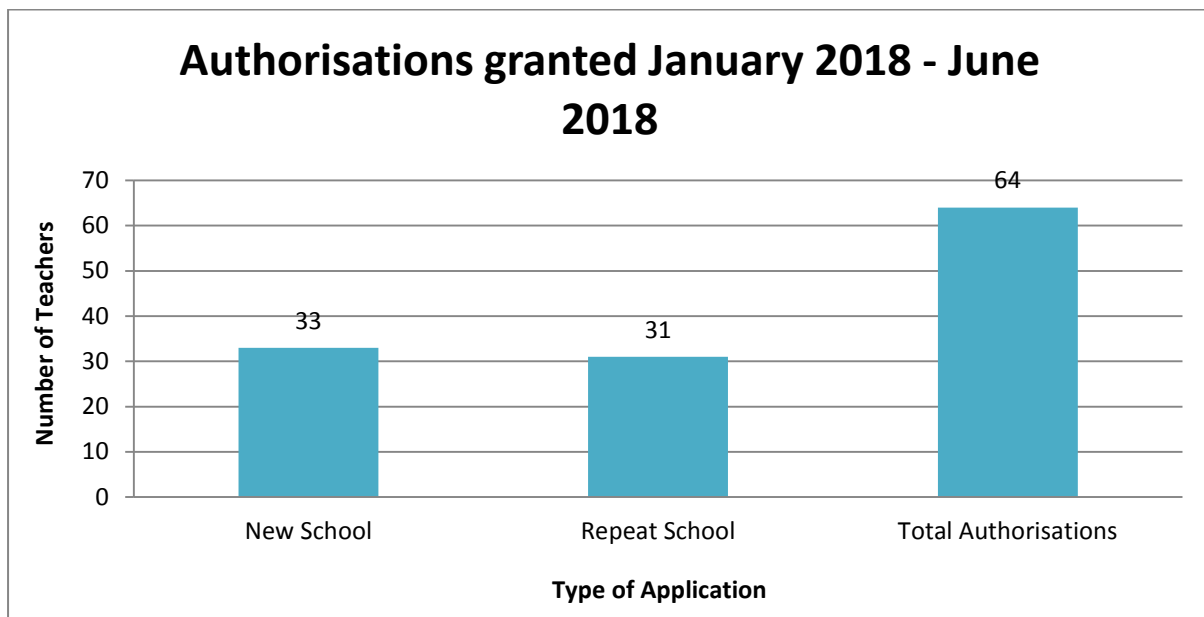
Deceased teachers removed from the register 2017/2018      2

## Authorisations to Employ an Unregistered Teacher

**Table 9 – Authorisations granted January 2017 – December 2017**



**Table 10 – Authorisations granted January 2018 – June 2018**



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 2017 and June 2018, 50 Teach for Australia Associates were granted Authorisation.

For the 2017 calendar year, the Board granted Authorisation to 78 people to be employed in teaching positions; of those, 35 were repeat applications for authorisation that were continued from the previous calendar year. From January to 30 June 2017, a total of 64 authorisations were granted to persons employed in teaching positions. Of this number, 33 were new applications and 31 were repeat Authorisations that were continued from the previous calendar year. The majority of Authorisations were granted to employ unregistered persons in the government sector.

## Appeals

During the 2017-18 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. In 2018 employers were required to provide this information by 13 April.

Forty one people were noted to have been teaching unregistered or without authorisation this year compared to 37 teachers in 2017. Where no non-compliance was found, the Board acknowledged the diligence of those employers.

The Board noted that 30 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	12/04/2018
GOV	Department of Education	11/05/2018
IND	Good Shepherd Lutheran School	26/03/2018
IND	Haileybury Rendall School (formerly Kormilda College)	16/03/2018
IND	Living Waters Lutheran School	16/03/2018
IND	Milkwood Steiner School	24/04/2018
IND	Northern Territory Christian Schools	13/04/2018
IND	Nyangatjatjara College	04/04/2018
IND	St Philip's College	19/04/2018
IND	The Alice Springs Steiner School	22/03/2018
IND	The Essington School	11/04/2018
IND	Yipirinya School	24/04/2018
IND	Yirara College	13/04/2018
IND	Tiwi College	04/04/2018
IND	Nawarddeken Academy	21/03/2018
IND	Mapuru Yirralka College	25/03/2018

## HIGHLY ACCOMPLISHED AND LEAD TEACHER CERTIFICATION

### 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 managing 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 'completion of certification' information to Australian Government – Department of Education and Training

**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

**AITSL HALT National Summit**

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

Thirteen of the Northern Territory's certified Highly Accomplished and Lead teachers, attended the third national summit (self-funded), along with a principal from Katherine who promotes and supports teachers to achieve their certification, and the Manager Certification Teacher Registration Board of the Northern Territory.

The HALT Summit 2018 was held in Canberra on 16 and 17 March. The Summit brought together 260 nationally certified teachers from across Australia, to connect, share and develop their expertise as education leaders.

The keynote speakers at the summit were Professor Viviane Robinson from the University of Auckland; Peggy Brookins and Kristin Hamilton from the US National Board for Professional Teaching Standards; summit facilitator Dr Simon Breakspear; and AITSL chair Professor John Hattie. Peggy Brookins shared her valuable insights from a country that's also making big strides to recognise high achieving educators and cross-fertilise their expertise. Day two was highlighted by an address from renowned University of Auckland Professor Viviane Robinson.

At the sharespace session HALTs shared their ideas, initiatives, expertise and perspectives. The Summit also included jurisdictional breakout sessions – HALTs and jurisdictional representatives spent a session together. The Summit is a rare and valuable opportunity for expert educators to meet face-to-face to share their knowledge and form deeper connections that benefit all involved. Participants heard about the work of HALTs who of have engaged their colleagues with powerful initiatives that have evidence of impact in their classrooms.

## National Representation

The Manager Certification at the invitation of AITSL represented the Northern Territory on the following:

1. Certifying Authority Network
2. HALT Steering Committee
3. National HALT Moderation/Quality Assurance
4. National HALT Summit 2018

## Certification Process 2017-2018

### Applications received 2017-2018

Fifty five (55) applications for certification have been received by the TRB NT to 30 June 2018. The application process has been streamlined and the data no longer reflects Expressions of Interest received.

### Information Sessions

Eighteen (18) Highly Accomplished and Lead Teacher information sessions;

- 11 face-to-face and
- 7 Skype sessions were delivered across the Northern Territory.

### Coaching

Approximately 100 hours have been spent on individual and small group coaching sessions across the Territory.

### Workshops

Ten (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 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 quality of portfolios whilst receiving feedback from other applicants and the Manager Certification.

## Current Certification

75 teachers have successfully completed the certification process in the Northern Territory as at 30 June 2018.

## Certification Data

### HALT Certification Data

2013				2014				2015				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	0	24	4	31	17	12	0	32	5	9	9	54	13	5

\*Stage 1 and Stage 2 assessments take place from the end of Term 3 to end Term 4. Completions also includes renewals of certification.

2017				2018			
Information Sessions	Registrations received	Withdrawals and/or deferrals	Completions	Information Sessions	Registrations received	Withdrawals and/or deferrals	Completions
10	102	6	16	18	55	10	13

## DISCIPLINARY PROCEEDINGS

### **Strategic Objective**

To maintain the standards of professional practice for Northern Territory teachers through a standards-based, regulatory framework that ensures only appropriately qualified, competent and fit and proper persons are employed as teachers in the Northern Territory.

### **Goals**

- A robust and transparent Complaints and Inquiries procedure.
- Ensure all registered teachers are made aware of their obligations under the Act.
- Strengthen the capacity of the Board to obtain appropriate and timely legal advice.
- Processing disciplinary proceedings in a timely manner.

## 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	35
Number of new cases received in the 2017 – 2018 financial year	31
TOTAL	66

## Statistics

### Complaints

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

Notifications from employer \*\*

Received this financial year	18
Carried over	18
Dismissed without Preliminary Investigation	4
Preliminary Investigation commenced	11
Inquiry commenced	3 **
Registration cancelled/disqualified (2), suspended (0) and/or conditions imposed (3)	5
Conditions revoked	3
Matters ongoing → disciplinary process ongoing (18), conditions ongoing (5)	23

\*\* 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	7
Dismissed without Preliminary Investigation	2
Preliminary Investigation commenced	1
Inquiry commenced	1 **
Registration cancelled/disqualified (0) , suspended (1) and/or conditions imposed (1)	2
Conditions revoked	0
Matters ongoing → disciplinary process ongoing (3), conditions ongoing (2)	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 (1), internal audit process (0) Overseas (1) Northern Territory (2)	4
Carried over	2
Dismissed without Preliminary Investigation	4
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled (0), refused (0), suspended (0) and/or conditions imposed (0)	0
Conditions revoked	2
Matters ongoing → disciplinary process ongoing (0), conditions ongoing (0)	0

#### Declaration from another source

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

#### 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 four Inquiry hearings were held. This financial year, the Board was ably assisted by Ms Georgia McMaster, Magayamirr Chambers, Lyma Nguyen, William Forster Chambers and Stephanie Monck from SFNT.

The following Board members have represented the Board on at least one Inquiry Committee this financial year:

- Karen Blanchfield
- Yvonne Patterson
- Steve Carter
- Claire Bartlett
- Lorraine Hodgson
- Elsabe Bott

# 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
ANTSEL	Association of Northern Territory School Educational Leaders
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	<i>Teacher Registration (Northern Territory) Act</i>
The Board	Teacher Registration Board
TRB	Teacher Registration Board
QLD	Queensland



Teacher Registration Board of the Northern Territory

