

TRB NT

TEACHER REGISTRATION BOARD
of the Northern Territory



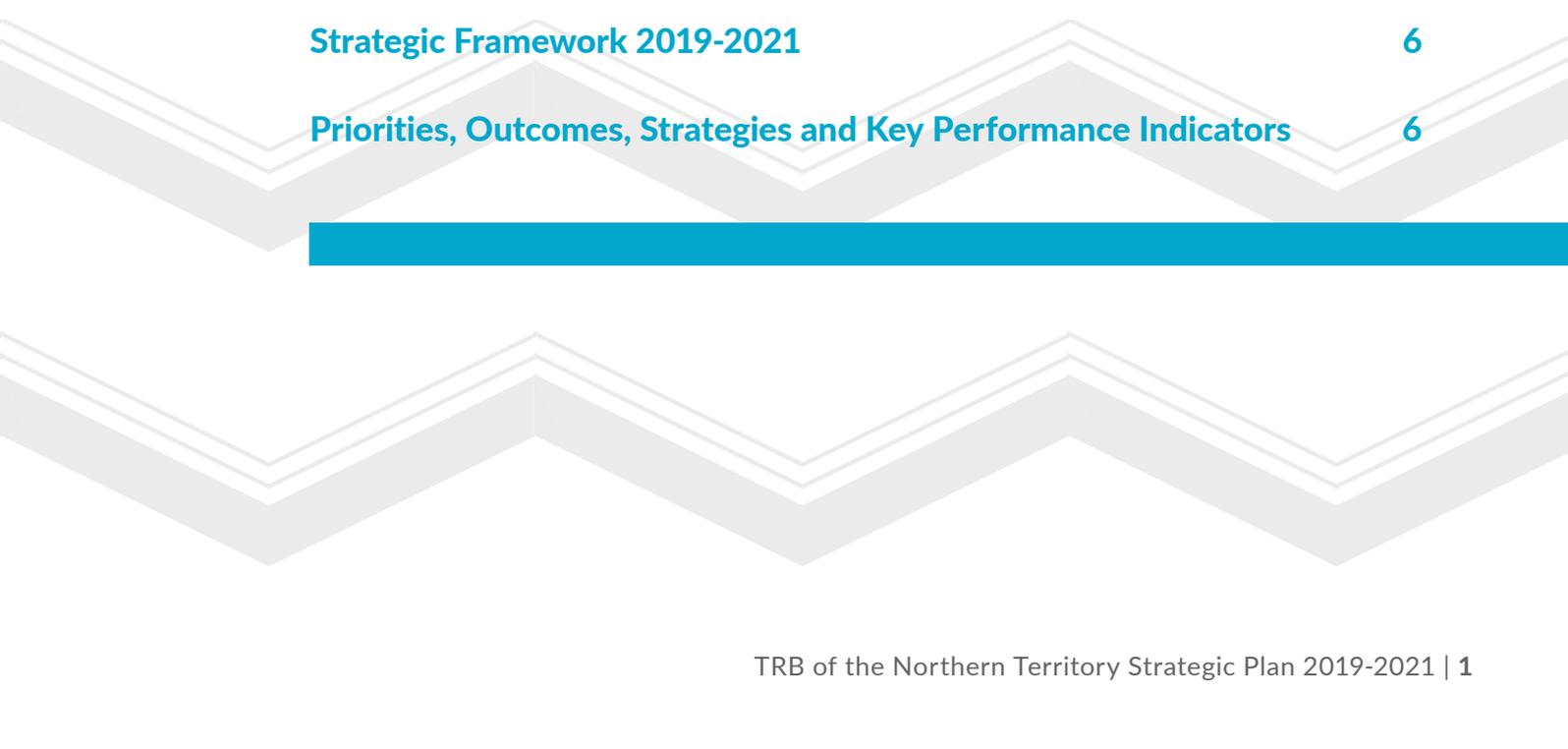
STRATEGIC PLAN 2019-2021

TRB NT
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Preface

This plan outlines the strategic outcomes and directions 2019-2021 of the Northern Territory Teacher Registration Board (TRB NT). It is based on the requirements of the *Teacher Registration (Northern Territory) Act 2010*, the vision and values of the TRB NT and current local and national drivers for change within the quality and regulation of the teaching workforce.

The plan recognises our need to respond to growing community expectations while ensuring the teaching profession in the Northern Territory is respected for its crucial role in delivering excellence in education.

The broad outcomes and directions articulated in this plan will be supported by annual operational plans developed by the Office of the TRB NT.

Who are we and what do we do

The Teacher Registration Board is an independent statutory body created under the *Teacher Registration (Northern Territory) Act*. The Board reports directly to the Minister for Education and is not responsible to any employer group, government or private.

The Board comprises of twelve members nominated by various educational organisations:

- 1 person nominated by the Chief Executive of DET.
- 1 Indigenous teacher nominated by the Chief Executive of DET.
- 2 teachers, one of whom is based in a remote school, nominated by the Australian Education Union, NT Branch.
- 1 teacher nominated by the NT Independent Education Union.
- 1 educator nominated by the Association of Independent Schools NT.
- 1 educator nominated by the Catholic Education Office.
- 1 educator nominated by Charles Darwin University.
- 1 educator nominated by Batchelor Institute of Indigenous Tertiary Education.
- 1 person nominated by the NT Council of Government School Organisations.
- 1 teacher nominated by the NT Joint Council of Professional Teaching Associations.
- 1 teacher nominated by the Association of NT School Education Leaders.

Vision

Public confidence in quality teachers and teaching through quality regulation.

Values

Integrity

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

Respect

TRB NT: We treat all stakeholders with professionalism, courtesy and dignity and provide quality and timely services.

Justice

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

Empathy

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

Dignity

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

Our Purpose

The TRB NT is a statutory body which regulates the teaching profession and enhances the quality of teachers and teaching in the best interests of all NT students.

Our Stakeholders

The main individuals and groups who have a stake in our work are:

- The Northern Territory Minister for Education (as a representative of the NT public).
- Parents/carers of NT school students.
- Registered teachers in the NT.
- Employers of teachers in the NT.
- Unions of NT teachers.
- Providers of initial teacher education programs in the NT.
- Professional Teaching Associations.
- The Australasian Teacher Regulatory Authorities (ATRA).

Contribution to NT Government Objectives

The TRB NT strategic priorities, outcomes and strategies support the Northern Territory Government's objectives for the NT community as set out in the Northern Territory Economic Development Framework, the 10 Year Infrastructure Strategy and the Planning for a Vibrant Future document.

The TRB NT supports these by:

- Enhancing teacher quality through the use of the Australian Professional Standards for Teachers to achieve better teaching and enable greater economic participation and social equity.
- Promoting the value of education and the status of the teaching profession.
- Promoting community confidence in the quality of teaching in the NT.
- Promoting community confidence in the safety and well-being of NT students at school by applying a robust regulation framework to ensure NT teachers are qualified, current in their practice and suitable to teach students.

Contribution to the National Agenda

Our strategic plan supports the Council Of Australian Governments (COAG) agenda through initiatives for:

- Implementation of the Australian Professional Standards for Teachers.
- Nationally consistent accreditation of initial teacher education programs.
- Nationally consistent teacher registration.
- Reform of early childhood education.
- The *One Teaching Profession: Teacher Registration in Australia* report and its implementation.

Our Unique Advantages

Our Diversity Brings Strength:

The TRB NT regulates a teaching workforce whose diversity reflects the diversity of the NT population. The TRB NT Board recognises the importance of this diversity and consists of highly respected professionals who reflect the diversity of the NT teaching workforce. Our teachers become highly skilled at understanding the diversity of their students and how to teach them to achieve quality outcomes.

Our Small Teaching Workforce:

Compared to other states and the Australian Capital Territory, our small teaching workforce is a positive advantage. We know NT teachers and principals and they know us. We have personal relationships with our key stakeholders and can meet or pick up the phone to solve problems

and challenges and to seek feedback on strategy and policy change needed to ensure the quality and status of the teaching profession in the NT.

NT Student Learning Achievements:

Despite the challenges of remoteness and small population, the NT is achieving comparable student learning results with other jurisdictions. Through the quality of teaching in the NT, our teachers are providing a key contribution to enabling economic participation and social equity.

Strategic Risks and Opportunities

The TRB NT will operate in an environment that presents a number of risks and opportunities, which impacts on the work and purpose of the Board. Key to this will be those recommendations of the AITSL report *One Teaching Profession: Teacher Registration in Australia* which are accepted and taken forward by the Australian Government.

In particular the following recommendations:

Early Childhood: The status of early childhood teachers, regardless of their employment setting and the drive for them to be registered by teacher regulatory authorities, under a consistent national approach.

Authorisation to Employ: The drive for a national evidence base on alternative authorisation to employ, capturing data about the number and type of alternative authorisations granted over time. In particular for the NT a major opportunity to improve the quality of teaching is the recognition of the Aboriginal school workforce and potential for registration through authorisation to employ.

Child Safety: Issues of suitability to teach, national information sharing.

Vocational Education and Training: Recognition, registration and alignment of qualifications of school-based VET teachers.

National Review of Status of the Profession: The recommendations for maintaining and enhancing the status of the profession will impact significantly on the work of the TRB NT.

Emerging Technologies: Use of new technologies to engage teachers and other stakeholders in order to deliver services more efficiently and effectively. The new technologies can provide greater reach and access to people, but risk must be managed to protect against security breaches and reputational damage.

Our Key Functions

- To administer the scheme of teacher registration.
- To make recommendations to the Minister in relation to the minimum qualifications and other requirements for registration.
- To certify Highly Accomplished and Lead teachers.
- To grant authorisation to a person to employ an unregistered person as a teacher.
- To accredit education courses and liaise with institutions providing education courses.
- To liaise with the Agency administering the *Education Act* in relation to strategic priorities for professional development of teachers in the Territory.
- To develop and improve professional teaching standards.
- To develop and maintain a code of professional ethics for the teaching profession.
- To liaise with employers of teachers in the Territory in relation to developing the competencies of teachers during the early stages of the teachers' careers.
- To research and promote best practice in teaching in the Territory.
- To deal with complaints about teachers, hold preliminary investigations and inquiries in relation to teachers and take disciplinary action.
- To prosecute offences against the Act.

Strategic Framework 2019-2021

4 Strategic Priorities	12 Outcomes	Key Performance Indicators	Strategies
4 key areas for TRB NT achievement and action.	Descriptions of what the TRB NT will achieve.	Data and information to determine progress against the outcomes and strategies.	Key strategies from which to develop Annual Business plans.

Strategic Priority 1: Advocacy and Influence

Outcomes	Key Performance Indicators	Strategies
1.1 The TRB NT influences legislation, policy and directions about quality and teaching locally and nationally.	<ul style="list-style-type: none"> • Number responses to national and NT policy issues. • Board data and information sought by stakeholders and used in decision making. 	<ul style="list-style-type: none"> • Provide research, data, policy advice and responses to relevant stakeholders.
1.2 The TRB NT has strategic relationships with co-regulators and national professional bodies and networks.	<ul style="list-style-type: none"> • Meetings with relevant stakeholders. 	<ul style="list-style-type: none"> • Develop and maintain strategic relationships with co regulators and national professional bodies and networks. • Proactively engage with co-regulators to contribute to improving the regulation and status of the profession. • Proactively engage with national bodies and professional associations to improve career progression and the status of the profession.

Strategic Priority 2: Stakeholders and Community Engagement

Outcomes	Key Performance Indicators	Strategies
<p>2.1 Stakeholders of the TRB NT are engaged, confident and committed to TRB NT directions and processes.</p>	<ul style="list-style-type: none"> Stakeholder perception data. 	<ul style="list-style-type: none"> Implement a robust regulatory framework that reflects risk and fair and just practices and processes. Work collaboratively with stakeholders to enact the regulatory framework. Develop a stakeholder engagement framework.
<p>2.2 The quality of teaching in the NT and the role of the TRB NT is valued and recognised.</p>	<ul style="list-style-type: none"> Stakeholder perception data. 	<ul style="list-style-type: none"> Advocate for, promote and celebrate the teaching profession and the role of the TRB NT to the community. Engage stakeholders in the development and implementation of policy on quality teaching, regulatory and career progression frameworks. Develop online and other modes and processes for stakeholder feedback and consultation. Consult with stakeholders and community on review of key professional documents including: <ul style="list-style-type: none"> <i>One Teaching Profession: Teacher Registration in Australia</i> report recommendations. TRB NT Code of Conduct and Ethics.

Strategic Priority 3: Quality Teaching and Educational Outcomes

Outcomes	Key Performance Indicators	Strategies
3.1 Registered teachers in the NT are qualified, competent and suitable to teach.	<ul style="list-style-type: none"> Number of NT teachers meeting the requirements of registration, renewal and audit. 	<ul style="list-style-type: none"> Further develop and improve online facilities and innovative communication modes for registration, renewal, professional learning and career progression processes.
3.2 Registered teachers in the NT meet the standards of Professional Practice and progress through the career stages.	<p>Number of teachers:</p> <ul style="list-style-type: none"> Achieving registration renewal. Progressing from provisional to full registration. Achieving HALT status. 	<ul style="list-style-type: none"> Develop a teacher Professional Learning Framework and support professional learning to enhance capacity of teachers moving from provisional to full registration, and for experienced teachers to achieve renewal and change category. Showcase quality teaching practice.
3.3 The TRB NT is recognised for fair, transparent and clear processes.	<ul style="list-style-type: none"> Stakeholder feedback. Expediency and efficiency of processes. 	<ul style="list-style-type: none"> Process professional conduct matters in a timely defensible manner in keeping with procedural fairness. Process certification of highly accomplished and lead teachers in a timely defensible manner in keeping with procedural fairness.
3.4 The TRB NT assist schools to meet local and contextualised teaching requirements.	<ul style="list-style-type: none"> The number and type of approvals of Authority to Employ meet needs of communities. 	<ul style="list-style-type: none"> Refine and further develop processes for VET teaching, Assistant Teachers and other Authority to Employ categories.
3.5 Initial Teacher Education Courses are accredited as required against the Australian Program Standards and the Australian Professional Standards for Teachers at the graduate career stage.	<ul style="list-style-type: none"> By 2021 all ITE courses at CDU are accredited to new national standards and procedures. Number of trained members. 	<ul style="list-style-type: none"> Review and revise ITE procedures and processes to meet requirements of the Australian Program Standards and the Australian Professional Standards for Teachers at the graduate career stage.

Strategic Priority 4: Governance and Accountability

Outcomes	Key Performance Indicators	Strategies
4.1 The Board meets its legislated responsibilities.	<ul style="list-style-type: none"> All new board members undertake induction. Board member perception data. 	<ul style="list-style-type: none"> Review and revise board induction and professional development processes.
4.2 The TRB NT uses good governance and sound financial administration and business systems.	<ul style="list-style-type: none"> Liquidity. Stakeholder perception data. 	<ul style="list-style-type: none"> Develop and implement sound business plans. Advocate to government on budget and administrative requirements. Review and revise internal policy and practices. Develop feedback and consultation mechanisms.
4.3 The TRB NT workforce is capable, high performing and respected by stakeholders.	<ul style="list-style-type: none"> % of staff who feel they receive quality feedback and regular recognition work performance. % of staff with positive work morale. 	<ul style="list-style-type: none"> Attract, retain and engage staff with the right capabilities and attributes. Support TRB NT staff to build professional capacity aligned strategic directions. Flexibility in the staff dynamic to meet the current and emerging needs of the regulatory environment.

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