

**National Review of Teacher Registration
Responses to five questions
Catholic Education Tasmania (CET)**
.....

How is the national teacher registration framework working across Australia?

Fundamentally, CET is in favour of a national registration structure for teachers. We see the need for and value of a national scheme. We would be in favour of a structure that used the AITSL standards for teacher pay progression similar to the way in which CET has structured Principal remuneration. Teachers should be nurtured towards continuous improvement and progression by programs such as Educator Impact. There is a need for some recognition and freedom for education systems input into accountability and maintenance of teacher registration. CET takes the view that a National Teacher Registration scheme must not adopt a 'lowest common denominator' nor 'a big stick' approach' to achieving consensus.

Should early childhood teachers be part of a national approach to teacher registration?

Tasmania's structure already sees this as a requirement for teachers working within the school system. If early childhood educators are to be included in a nation registration scheme, it would need to be accepted that similar qualifications and role descriptions to registered positions would be required. With the move to adopting ACECQA standards, an understanding of local issues (especially in regard to qualifications and capital development) impacting on schools and systems meeting accreditation standards, need to be appreciated. In the Tasmanian context, a lengthy transition to full accountability would be needed.

What role does teacher registration play for VET teachers in school settings?

The Teachers Registration Act (Tas) 2000 provides for the registration of all teachers employed by TasTAFE and the vocational education sector with Specialist Vocational Education and Training (SVET). SVET Registration is granted to teachers who can meet the qualification, good character and fitness to teach requirements set in

place by the Teachers Registration Board, as the standard required of VET teachers in Tasmania. SVET Registration recognises the qualifications, teaching experience and competencies of teachers who are engaged or employed in the VET sector. Registrants holding SVET Registration are qualified to deliver VET courses in Tasmanian schools and TasTAFE, including courses that are foundation courses or prerequisites to vocational pathways. CET would endorse the continuance of this registration differentiation in any National Registration process while requiring similar accountability practices in respect to qualifications for full registration.

How does teacher registration support entry into the teaching profession?

It is important that teacher registration be seen as a development process for teachers moving through their career pathway. CET has a leadership continuum that recognises and caters for early career teachers. CET is in favour of a systemic approach to teacher development with pay structures and progression aligned with the AITSL framework. Alignment with a nationally agreed teacher education program would clearly support the move to a National Teacher Registration scheme. In the Tasmanian context, there has been a lack of funding to the Teachers Registration Board which has impacted its operation long term with, for example, a lack of accountability to move teachers from provisional to full registration.

How can we ensure that registered teachers satisfy the 'fit and proper' person requirement?

A clearer definition of 'fit and proper' that addresses other matters in addition to child safety is needed. There needs to be a national understanding of the term and a streamlining of requirements that reduces complexity and repetition. The current structure in Tasmania is cumbersome with CET requiring a National Police check, the Teachers Registration Board requiring a separate set of checks around a 'fit and proper' person to teach, as well as the checks required to obtain a Working With Vulnerable People card. It is difficult to see how low level speeding offences and parking infringements for example, are relevant to determining if a person is 'fit and proper' to teach. The welfare of students should be the core issue for consideration.
