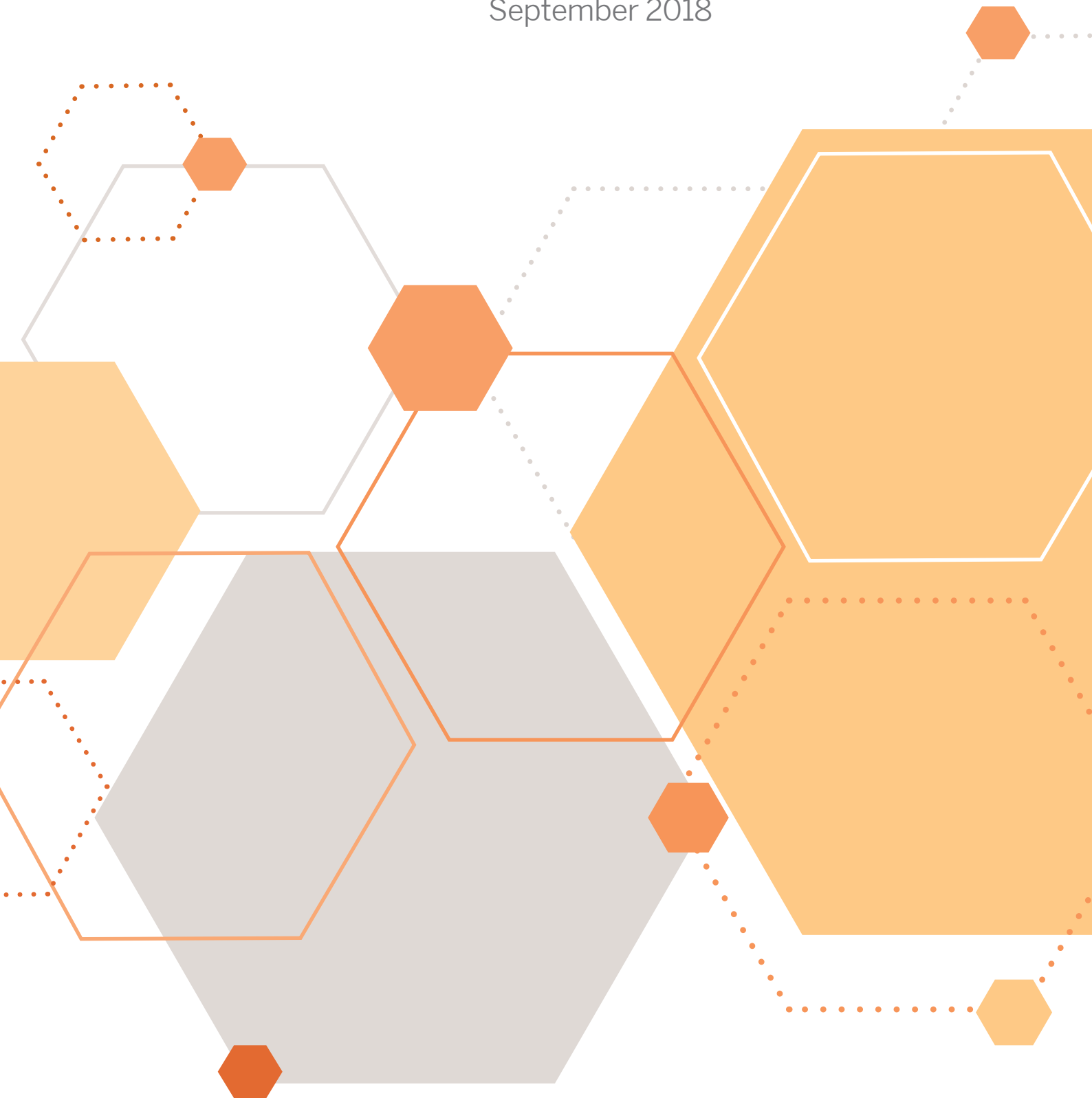


SNAPSHOT

One Teaching Profession: Teacher Registration in Australia

September 2018



Recommendations

Recommendation 1

Teacher employers maintain responsibility and strengthen their role in providing access for early career teachers to high quality induction and mentoring, to support their transition into the workplace and the profession.

Recommendation 2

Develop and implement a national strategy to ensure national consistency in the judgements made about whether teachers meet the Proficient career stage of the Australian Professional Standards for Teachers, in the provisional-to-full registration process

Recommendation 3

To support professional learning, amend the 2011 National Framework for Teacher Registration to:

- require that along with a record of standards-referenced professional learning, teachers include reflections on this learning and its application
- explicitly specify that maintenance of proficiency against the Australian Professional Standards for Teachers includes up-to-date discipline-specific knowledge and skills relevant to their deployment and the curriculum they are expected to teach
- explicitly state the option available for jurisdiction-based requirements to be applied in the professional learning undertaken by teachers
- acknowledge that teachers will focus on areas in the Australian Professional Standards for Teachers identified in their performance and development process.

Recommendation 4

Record the Highly Accomplished and Lead status of nationally certified teachers in teachers' registration records.

Recommendation 5

Require all early childhood teachers in Australia, regardless of their employment setting, to be registered by teacher regulatory authorities, under a consistent national approach.

Recommendation 6

Amend the Australian Professional Standards for Teachers to ensure their relevance and applicability to early childhood teachers.

Recommendation 7

Establish a national evidence base on alternative authorisation to teach, capturing data about the number and type of alternative authorisations granted over time.

Recommendation 8

Develop and implement strategies to strengthen relationships between pre-service teachers and teacher regulatory authorities early in initial teacher education programs, with a focus on the Australian Professional Standards for Teachers and registration requirements.

Recommendation 9

Amend legislation and/or policies to require teacher regulatory authorities to share information between teacher regulatory authorities to strengthen children's safety and improve teacher workforce mobility.

Recommendation 10

Develop and implement an automated national information sharing platform and system that streamlines the sharing of teacher registration information, in real time, between teacher regulatory authorities to strengthen teacher workforce mobility, recognition, and children's safety.

Recommendation 11

Develop a national policy on suitability to teach, including considerations of 'fit and proper' to be implemented by all teacher regulatory authorities or other relevant bodies, using current instruments/statements as a starting point.

Recommendation 12

Commit to improve mutual recognition processes between teacher regulatory authorities to achieve timely, accurate and rigorous outcomes when teachers move between jurisdictions and contribute to recognition of *one profession*.

Recommendation 13

Develop a plan to enable teacher registration to be fully transferable between jurisdictions and for teachers working across jurisdictions.

Recommendation 14

Develop and implement an updated national approach to English language proficiency assessments for the purpose of teacher registration.

Recommendation 15

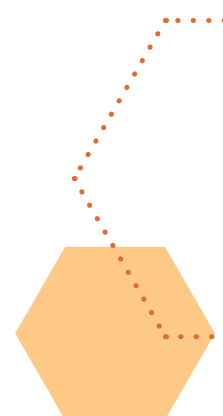
Undertake work to implement greater alignment between teacher registration and VET qualifications for teachers who hold or seek dual teaching and VET qualifications.

Recommendation 16

Teacher employers, teacher regulatory authorities and initial teacher education providers collaborate to develop pathway programs to teaching qualifications that recognise the VET qualifications, prior learning and the experience of the VET trainer/ assessor and make these available to VET trainer/ assessors employed in schools under alternative authorisation to teach arrangements.

Recommendation 17

Include consideration of the workforce challenges and complexities under the current arrangements for VET delivered to senior secondary students in the review into the senior secondary curriculum recommended in *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*.



Executive Summary

Introduction

Registration is one of the most important mechanisms to assure the safety, competency and quality of a profession. Its design is underpinned by a clear intent to set and uphold high standards of professional practice.

Teacher registration is compulsory for all primary and secondary school teachers in all states and territories in Australia, and for most early childhood teachers.

This broad uptake reflects our current understanding of the impact of teaching quality on child and student outcomes, increased community expectations about children's safety and the increased focus on teaching as a high-value profession.

Teacher registration is a joint endeavour involving teachers, mentors, leaders, employers, sectors and jurisdictions all playing an important role and contributing to the quality of the processes and outcomes.

Teacher registration in Australia is underpinned by the National Framework for Teacher Registration (the Framework) which was agreed by all Education Ministers in 2011. The Framework embedded the Australian Professional Standards for Teachers (Teacher Standards) in registration requirements across Australia; a significant step towards teaching as *one profession* across the country.

The Teacher Standards provide a foundation to support teachers and leaders¹, school and early childhood systems, regulators, education authorities and governments alike. Their purpose is to guide and strengthen the quality of teaching, while also providing a framework for career progression and ongoing high quality professional learning. They are complementary to and essential for the growth of the profession and effective registration of teachers throughout the country.

Teacher registration is managed by teacher regulatory authorities in each state and territory. Local policy contexts influence each jurisdiction's current approach to registration, along with legislative and regulatory differences that drive operational and administrative arrangements. All teacher regulatory authorities have practices and processes that contribute in various ways to the

professionalism, quality and safety of teachers. However, as a result of the evolution of teacher registration across jurisdictions, there is variation in the level of focus on these elements.

The Review

The terms of reference for a National Review of Teacher Registration (the Review) were agreed by Education Ministers in September 2017, and the Review commenced in February 2018 with the purpose of assessing the ongoing effectiveness of the current regulatory system including the extent to which there is consistency within and between jurisdictions in the way that the Framework is applied.

The Australian Institute for Teaching and School Leadership (AITSL) was tasked by Education Council with progressing the Review, including establishing an Expert Panel (the Panel). Mr Chris Wardlaw PSM was appointed Chair of the Panel. AITSL provided secretariat support, including coordination and facilitation of consultation with stakeholders across Australia.

The Review considered how the current national registration Framework is operating, including all elements of the framework as they relate to consistency and best practice, as well as challenges and barriers to successful implementation. The extent to which the Teacher Standards are used within regulatory arrangements to drive teacher quality was also explored.

The suitability requirement of teacher registration – and more specifically measures of fit and proper persons – were considered by the Review in the context of recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse.

A mapping of current approaches to each of the elements in the Framework was undertaken in consultation with teacher regulatory authorities. This work supported the consultation for the Review which took place in March, April and May 2018. During that time, the Panel consulted widely through a combination of targeted and broad strategies including consultation with key stakeholders in each state and territory, a survey of teachers and principals/directors, and written submissions.

¹ For the purposes of this Report, teachers and leaders is intended to be inclusive of educational leaders across school and early childhood services, including principals and Directors.

The consultation generated:

- Ninety-four written submissions
- 6,569 responses to an online survey from teachers and leaders
- Discussions with over 140 stakeholder organisations

The results of the consultation formed the basis of an in-depth analysis of the teacher registration system in Australia as it is currently operating. The Panel has made seventeen separate but interrelated recommendations for ongoing regulatory and operational reform.

The findings

The Panel found that significant progress has been made across all jurisdictions in implementing the Framework since 2011; in particular, embedding the Teacher Standards has been successful. The Panel regard the Framework and the current institutional arrangements for teacher registration, with state and territory regulatory authorities responsible for implementing teacher registration, as the right foundation for further strengthening teacher registration in Australia.

Broadly, the Panel's recommendations indicate a more consistent approach to the implementation of teacher registration in the areas where this is relevant and of value.

A number of broad themes for strengthening registration emerged during the consultation. Overall, the Panel found a perception by stakeholders that there is a general lack of consistency between jurisdictions in the way that teacher registration requirements are interpreted and administered. This is seen by many as a hindrance to workforce mobility and a risk factor in the potential erosion of entry standards to the profession.

A second theme encountered by the Panel was the prevalence of barriers to data sharing between jurisdictions, creating a significant administrative burden for both teachers and regulators, which may have child safety implications.

A third overarching theme was a desire for the registration system to be more inclusive. In particular, the Panel focused on the registration of early childhood teachers and the relationship that VET trainers/assessors have with registration. The changing nature of the workforce and the increased diversity of modes of employment, especially use of fixed term/casual/relief teaching staff, has also been noted as a challenge to the inclusiveness of the registration system.

The Panel explored three key areas in detail in the course of the Review, including:

1. Improving and reinforcing teacher quality
2. Strengthening children's safety
3. Streamlining teacher registration processes.

1. Improving and reinforcing teacher quality

The Panel considered the impact of registration on teacher quality through an examination of key stages of a teacher's career cycle, starting with the progression from provisional to full registration.

All teachers graduating from accredited initial teacher education programs are initially granted provisional registration. To gain full registration, they are required to demonstrate evidence of performance against the Proficient career stage of the Teacher Standards.

The Panel observed that where the process for moving to full registration is most effective, it is supported by an established induction program for graduate teachers and access to strong mentoring relationships including opportunities for the mentor and the early career teacher to focus on development. However, challenges exist for teachers in circumstances where access to mentors was not readily available.

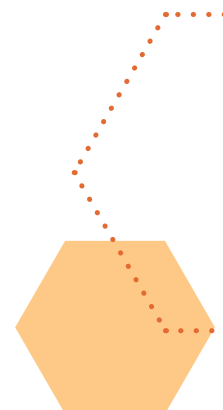
The Panel recommends that teacher employers maintain responsibility and strengthen their role in providing access for early career teachers to high quality induction and mentoring, to support their transition into the workplace and the profession (Recommendation 1).

The Panel also examined the processes for assessment of evidence against the Teacher Standards at the Proficient career stage. The Panel heard that there is variation in the processes used and evidence expected of teachers, depending on a teacher's place of employment and/or the sector or jurisdiction in which the process is undertaken. The Panel found that this negatively affects both confidence in the consistency of outcomes and the standard required to gain full registration. Addressing this will better support opportunities for the growth of the profession.

The Panel recommends that a national strategy be developed and implemented to ensure national consistency in the judgements made about whether teachers meet the Proficient career stage of the Australian Professional Standards for Teachers, in the provisional to full registration process (Recommendation 2).

The Panel considered registration renewal as a key element in ensuring continued teacher quality over a teacher's career cycle. Registration renewal offers the regulatory authority - and in effect the profession - an opportunity to assess whether the individual continues to meet the necessary requirements for teaching.

The continued focus on the performance and development of fully registered teachers is critical to drive quality and improve student outcomes. The Panel found that ensuring a teacher's practice continues to meet the Proficient career stage of the Teacher Standards is best determined at the school/



service level, while it is most appropriate for the registration process to focus on professional learning requirements.

The Panel found that the required number of hours of professional learning for renewal of registration (equivalent to 20 hours per year) continues to be appropriate, and that a key principle of the understanding of the teacher as a professional is that they take responsibility for their professional development, in partnership with their employer. Within this broad principle, the Panel identified opportunities to enhance the efficacy of professional learning.

For professional learning to be effective, it needs to be selected based on need and relevance, lead to a change in knowledge and understanding by teachers, influence their practice and lead to improved outcomes for learners, through reflection on learning and explicitly linking professional learning to performance and development.

The Panel found that discipline-specific learning should be an integral part of a teacher's overall professional learning, but that mandating a set number of hours of discipline-specific professional learning or introducing accreditation of that learning nation-wide could lead to significant unintended consequences.

The Panel also heard that teachers need flexibility to focus on the Teacher Standards most appropriate to their needs, as identified in performance and development.

- The Panel recommends that in relation to professional learning, the 2011 National Framework for Teacher Registration be amended to:
 - require that along with a record of Teacher Standards-referenced professional learning, teachers include reflections on this learning and its application
 - explicitly specify that maintenance of proficiency against the Teacher Standards includes up-to-date discipline-specific knowledge and skills relevant to their deployment and the curriculum they are expected to teach
 - explicitly state the option available for jurisdiction-based requirements to be applied in the professional learning undertaken by teachers
 - acknowledge that teachers will focus on areas in the Teacher Standards identified in their performance and development process. (Recommendation 3).

The Panel also considered the national process of teacher certification at the Highly Accomplished and Lead career stages. The Panel heard that

recording teachers' certification status in registration processes supports the status, identity, career progress and use of the expertise of highly accomplished and lead teachers (HALTs).

- The Panel recommends that teacher regulatory authorities be required to record the Highly Accomplished and Lead status of nationally certified teachers in teachers' registration records (Recommendation 4).

The registration of early childhood teachers was an area of focus for the Panel.

When the 2011 National Framework for Teacher Registration was developed, it was silent on its application to early childhood teachers. The Framework was applied to early childhood teachers in jurisdictions according to the registration arrangements that were already in place for the sector.

Since the agreement of the Framework, a number of jurisdictions have extended teacher registration to include all early childhood teachers, albeit with different models of registration. Across Australia, the majority of early childhood teachers are now registered. However, some jurisdictions only register early childhood teachers employed in school settings. This means that some early childhood teachers are not part of the registered profession of teaching. The mobility of early childhood teachers across jurisdictions is impacted by these different jurisdictional approaches. This important cohort of the teaching profession is currently inconsistently recognised.

The Panel heard strong support for teacher registration to be extended to early childhood teachers in all settings, across all jurisdictions. Employers of early childhood teachers are supportive of registration across the workforce, implemented in a way that is sensitive to the needs of the sector.

- The Panel recommends that all early childhood teachers in Australia, regardless of their employment setting, be required to be registered by teacher regulatory authorities, under a consistent national approach (Recommendation 5).

The Panel formed the view that including all early childhood teachers in registration arrangements would support the continued professionalisation of the early childhood teacher workforce, particularly through engagement with the Teacher Standards. However, the language used in the Teacher Standards is not inclusive of early childhood teachers' practice and employment settings, and the Panel found grounds for them to be amended. The Panel does not intend for these amendments to question the construct or intended content of the Teacher Standards. The Panel notes that the Teacher

Standards are not under review and stakeholder consultation did not demonstrate significant demand for them to be reviewed.

The Panel recommends that the Teacher Standards be amended to ensure their relevance and applicability to early childhood teachers (Recommendation 6).

The Panel considered the issue of alternative authorisation to teach, which is the provision, in clearly defined circumstances for a person who does not meet the qualification requirements of registration to teach. The Panel heard from stakeholders that this is a necessary mechanism to deal with local workforce shortages. The flexible approach that alternative authorisation provides is valued, particularly in supporting schools and services in remote, rural and regional areas to ensure that all classes are staffed to meet the specific expertise needed to support the learning needs of children and young people.

Given the diversity of approaches to alternative authorisation to teach in different jurisdictions, the Panel saw value in teacher regulatory authorities sharing practice, with a view to developing a shared understanding of good practice in this area. There is an opportunity to align the focus on alternative authorisation to teach with the work occurring in the Australian Teacher Workforce Data Strategy.

The Panel recommends that a national evidence base on alternative authorisation to teach be established, which captures data about the number and type of alternative authorisations granted over time (Recommendation 7).

The Panel also explored the transition of pre-service teachers into the profession. The Panel identified potential benefits for strong interaction and integration between pre-service teachers and teacher regulatory authorities and employers. The Panel found that there are strong benefits in providing opportunities for pre-service teachers to engage with regulatory authorities early in their initial teacher education program. This is supported by stakeholders, who particularly emphasised the value of building pre-service teachers' professional identity.

The Panel recommends that strategies to strengthen relationships between pre-service teachers and teacher regulatory authorities early in initial teacher education programs be developed and implemented, with a focus on the Australian Professional Standards for Teachers and registration requirements (Recommendation 8).

2. Strengthening children's safety

The Panel believes that as a profession, teachers operating on the universal platform of education are critical advocates for and protectors of children's safety. The Royal Commission into Institutional Responses to Child Sexual Abuse recommended changes to current practice in the information gathered and shared between teacher regulatory authorities. In its findings, the Royal Commission highlighted the gaps and risks that exist in the current teacher registration information arrangements. Recommendations were made for regulatory authorities to collect consistent information and improve the processes for sharing information.

The Panel heard clear support from stakeholders for prioritising the safety of the child and implementing the recommendations from the Royal Commission. Teacher regulatory authorities recognise that reform is now required to strengthen the safety of the child and many jurisdictions are currently considering their legislation to identify areas for change.

The Royal Commission recommended that teacher regulatory authorities collect consistent information about registered teachers, and share it with other jurisdictions under defined arrangements.

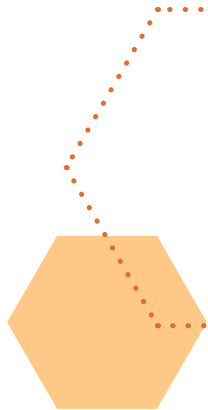
Currently, there are a number of barriers to the information sharing arrangements envisaged by the Royal Commission. Efficient information sharing can be hindered by inconsistent collection and recording of data and nomenclature in relation to teacher registration. Even if information is shared, it must be reinterpreted by different jurisdictions.

The Panel supports more consistent collection and sharing of information. This approach will mean that decisions will be more accurate and enable greater intelligence about risks and potential issues at a national level, supporting both children's safety and teacher mobility.

Teacher regulatory authorities and government agencies identified that the sharing of teacher employment and any other sensitive information is limited by legislation, other provisions governing teacher registration, and other local laws.

The Panel recommends that jurisdictions amend legislation and/or policies to require teacher regulatory authorities to share information with other teacher regulatory authorities to strengthen children's safety and improve teacher workforce mobility (Recommendation 9).

Each teacher regulatory authority has an established database to capture teacher registration information. When information is exchanged between jurisdictions it relies on an individual to manually access and provide the information. In most cases this approach works well. However where anomalies arise and a search for different or additional information is required, timeliness and the accuracy of the



information shared between teacher regulatory authorities can be impacted.

The Panel heard from stakeholders that a system that allowed the teacher regulatory authorities to have immediate access to information about all registered teachers in Australia would significantly improve the exchange of information between teacher regulatory authorities. A range of technical solutions to efficiently exchange information were considered, including a national register. The Panel decided that further investigation is required to determine the most efficient and effective solution.

Then Panel recommends that an automated national information sharing platform and system be developed and implemented to streamline the sharing of teacher registration information, in real time, between teacher regulatory authorities to strengthen teacher workforce mobility, recognition and children's safety (Recommendation 10).

Suitability is one of eight elements within the National Framework for teacher registration. It aims to ensure the safety of children and determine the propriety and suitability of a teacher to teach children and young people. The Royal Commission highlighted the need for teacher registration to protect children from sexual abuse in schools, with the suitability requirements for teacher registration a key lever for achieving this.

All teacher regulatory authorities have common principles that drive their approach to suitability to teach and what is determined to be 'fit and proper'. Each teacher regulatory authority has policies and arrangements in place to assess, administer and record the suitability of the teacher. These include national criminal history checks and Working with Children Checks.

However, there are legislative and regulatory differences across jurisdictions that drive operational and administrative arrangements. In addition, the investigation and decision-making processes may compound the differences in policies, leading to diverse outcomes.

The Panel heard strong messages that ensuring all registered teachers are suitable to teach is a key area of public interest and contributes to community confidence in the profession. To match widespread recognition of a national teaching profession, there is stakeholder interest in a national approach to determine what being a suitable member of the profession encompasses.

The Panel recommends that a national policy on suitability to teach, including considerations of 'fit and proper', be developed and implemented by all teacher regulatory authorities or other relevant bodies, using current instruments/statements as a starting point (Recommendation 11).

3. Streamlining teacher registration processes

The Panel considered a range of factors that contribute to the efficiency of registration and the related issue of workforce mobility. The major areas identified as potentially creating barriers and/or warranting improvement were mutual recognition, English language proficiency and the delivery of vocational education and training (VET) to secondary school students.

The Panel considered the issue of mutual recognition.

Teachers are required to register with the teacher regulatory authority responsible for the jurisdiction in which they teach, and to seek a new registration if they move to a different jurisdiction. Currently a system of 'mutual recognition' allows for recognition of teachers' registration across jurisdictions to support teacher mobility. Mutual recognition aims to minimise administrative burden and reduce barriers to the movement of teachers between jurisdictions, while still ensuring that teachers meet local registration requirements, with child safety and confirming that a teacher meets suitability requirements a key consideration.

All teacher regulatory authorities currently implement mutual recognition. However, many teachers, leaders and employers reported that they were dissatisfied with the process of being granted registration in a new jurisdiction.

Difficulties described by teachers and employers were most acutely felt by those teachers living and working near a border, or those wishing to work across two or more jurisdictions (particularly those who regularly crossed borders as casual teachers). The Panel heard reports that registration arrangements are a disincentive for short term engagement across jurisdictions. This has implications for workforce supply and demand across the system.

The Panel recommends that jurisdictions commit to improve mutual recognition processes between teacher regulatory authorities to achieve timely, accurate and rigorous outcomes when teachers move between jurisdictions and contribute to recognition of *one profession* (Recommendation 12).

The Panel also supports work towards teacher registration becoming fully transferrable across jurisdictions under a licence or mutual registration scheme. However, there is insufficient alignment of registration policy settings, legislation and information sharing arrangements to implement such a scheme in the short term. The Panel supports work towards this goal commencing now.

The Panel recommends that a plan be developed to enable teacher registration to be fully transferable between jurisdictions and for teachers working across jurisdictions (Recommendation 13).

The Panel heard that all regulatory authorities implement English language proficiency requirements under the Framework. However, the availability, consistency and reliability of assessments of English language proficiency that reflect the communication demands of the teaching profession are problematic.

The Panel recommends that an updated national approach to English language proficiency assessments for the purpose of teacher registration be developed and implemented (Recommendation 14).

The Panel considered the delivery of VET in secondary schools in the context of teacher registration.

VET is an important part of senior secondary school education in Australia. Qualified VET trainers/assessors are required for the delivery of all VET units and qualifications.

VET is delivered to secondary students in a variety of ways across jurisdictions. Many schools use a mix of different models to meet the needs of their student cohort. Different models are delivered by a range of school staffing arrangements and reflect the local context.

In many jurisdictions where teachers with VET qualifications are not available to meet workforce demand, alternative authorisation to teach is used to employ qualified VET trainers/assessors to deliver VET on school sites.

The Panel heard that there are challenges for registered teachers seeking to gain VET qualifications, and for VET trainers/assessors seeking teaching qualifications. Maintaining dual qualifications (teacher registration and VET trainer/assessor qualifications) is seen as burdensome.

The Panel recommends that work be undertaken to implement greater alignment between teacher registration and VET qualifications for teachers who hold or seek dual teaching and VET qualifications (Recommendation 15).

The Panel recommends that teacher employers, teacher regulatory authorities and initial teacher education providers collaborate to develop pathway programs to teaching qualifications that recognise the VET qualifications, prior learning and the

experience of the VET trainer/assessor and make these available to VET trainers/assessors employed in schools under alternative authorisation to teach arrangements (Recommendation 16).

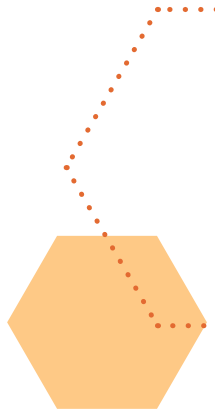
The Panel considers it opportune to explore broader policy settings that guide VET delivered to secondary students, including the purposes that underpin VET for school students. The challenges associated with the workforce are symptoms of larger system issues that cannot be resolved through changing staffing arrangements.

The Panel recommends that consideration of the workforce challenges and complexities under the current arrangements for VET delivered to senior secondary students be included in the review into the senior secondary curriculum recommended in *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools* (Recommendation 17).

The way forward

As a package, the Panel's recommendations represent a significant national reform agenda with actions to improve teacher registration in Australia. Through changes to teacher registration policies and processes, the recommendations aim to improve and reinforce teacher quality, strengthen children's safety and improve the consistency and efficiency of teacher registration processes across Australia.

At all stages in implementation of the recommendations, the engagement of the teaching profession is critical if the benefits of universal processes and outcomes of professional registration are to be realised.



FROM: CURRENT STATE

The 2011 Framework for Teacher Registration has been largely implemented, but some gaps exist and there are opportunities to strengthen beyond minimum levels of agreement.

TO: FUTURE STATE

A strengthened registration Framework based on higher standards of consistency that builds support for *one teaching profession*.

Improving and reinforcing teacher quality

- ▶ Many teachers and leaders view registration processes as **compliance driven** more than they see it as a driver of quality.
- ▶ Teachers moving from **provisional to full** registration work through a variety of approaches. The consistency of outcomes across jurisdictions is unclear.
- ▶ Registration processes and requirements perceived by many teachers as **separate from performance and development** and professional learning needs of teachers.
- ▶ There is a view from teachers that the registration requirements for **professional learning** are compliance-focused and provide limited support for connecting learning to practice.

Improving and reinforcing teacher quality

- ▶ Teachers view registration as an opportunity for professional growth and a **hallmark of being a professional**.
- ▶ There is confidence that every teacher who gains full registration has met the **national benchmark of the Proficient career stage**.
- ▶ Registration processes and outcomes **strongly aligned** with school/service level performance and development and professional learning linked to the Teacher Standards.
- ▶ There is clarity about the role of teachers, school leaders and employers. They work together to ensure **professional learning is based on need** and has strong connections with the roles and expectations of teachers. Emphasis is placed on the evaluation of the professional learning to support the translation of learning to a change in the knowledge, behaviours and actions of teachers.

- ▶ Teacher registration is applied to most, but not all **early childhood teachers** across Australia.

- ▶ All early childhood teachers are part of **one profession of teaching** in Australia. Updated Teacher Standards are used by all teachers across Australia.

Strengthening children's safety

- ▶ Teacher regulatory authorities collect information about teachers to fit local needs, using local nomenclature. **Information is shared** with other jurisdictions manually, when the need is identified.
- ▶ Teachers in each state and territory are checked for **suitability to teach**, under broadly similar principles. However, different mechanisms are used, and different details scrutinised.

Strengthening children's safety

- ▶ **Consistent information** is collected by all teacher regulatory authorities on registered teachers. Information is **shared in real-time** between teacher regulatory authorities. Information gaps are closed and risks to children's safety minimised.
- ▶ All teachers in Australia are held to the **same high standards of suitability** to teach.

Streamlining teacher registration processes across Australia

- ▶ Teacher mobility is enabled by **mutual recognition**, however this process can be onerous for teachers.
- ▶ Challenges exist for registered teachers and qualified **VET** trainers/assessors in gaining and maintaining qualifications.

Streamlining teacher registration processes across Australia

- ▶ Teachers can **move seamlessly** between jurisdictions, with teacher regulatory authorities confident that national suitability requirements are met.
- ▶ Barriers for staff delivering VET in secondary schools are minimised and the demand for qualifications is based on curriculum and **learning needs of secondary students** rather than the site of delivery.



Further information
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