

1. How is the national teacher registration framework working across Australia?

Elements of registration

- ***How well are the implementation and content of the eight elements of the Framework working? Please consider consistency, best practice and challenges and barriers in your response. You may wish to share examples.***

Initial period of registration

The initial period of registration in the Northern Territory, Provisional Registration, is applied to those persons who do not meet the eligibility requirements for Full Registration. This can be applied to:

- Early career stage teachers (who are graduates and have not held registration before or who apply under mutual recognition and are granted Provisional Registration as that is the category they are registered under in the original state).
- Teachers returning to the profession after a significant period out and do not meet the eligibility requirements for Full Registration.
- Teachers who apply for registration but only have overseas experience which does not relate to the approved curriculum in Australia and cannot be measured against the Australian Professional Standards for Teachers.

While the notion of supported induction to the teaching profession works well from a holistic point of view, it is not consistently applied in all schools. Provisionally Registered teachers often indicate that they are not provided with a mentor or the opportunity to choose a mentor, and are working very much in isolation, arranging their own observations and report collation for the other evidence components. Some schools are staffed by a small number of teachers (such is the case in the remote areas) where there may be one or two teachers, one of whom is the Provisionally Registered teacher. This presents issues for mentoring and a school-based assessment panel as there simply are not enough personnel and other arrangements may need to be put in place which may mean that a Provisionally Registered teacher does not have their own advocate on the school based panel. This is further exacerbated in very remote schools, especially small independent community schools that are largely staffed by Aboriginal and Torres Strait Islander teachers (ATSI). These schools do not have the same access to resources that large employer stakeholders (such as the Department of Education NT or Catholic Education NT) are able to provide to their remote schools and personnel.

Some schools appoint a member of staff who has the role of overseeing Provisionally Registered teachers. Their program is focussed on providing a mentor and having a structure within the school for induction and opportunity to develop skills to the proficient standards through classroom observation, and regular meetings.

Teachers who fall under "returning to the profession" or "hold overseas experience only" are required to collate the same evidence as those who are at the early career stage. This presents an issue as they often feel it is unnecessary to have to do the same as an early career stage teacher when they have more experience and may have been fully registered in the past.

Support is provided by the TRB NT through information sessions for Provisionally Registered teachers, their mentors and school leaders. Individual discussion is also provided and encouraged. Skype conferences can be organised for teachers in remote areas, depending on the reliability of technology. TRB NT has supported individual ATSI teachers and school leaders one-on-one in very remote independent schools via phone conversations to step them through the transitioning process and requirements such as completing their Learning Log.

Employer processes such as probation don't necessarily align with the process of transition from Provisional to Full Registration. All new teachers recruited to the Northern Territory, undertake a probation process as a requirement of their employers. New recruits often confuse the purpose of probation and the transition to Full Registration.

Teachers who do not transition to Full Registration within three years may be granted a one off renewal of two years. If transition has still not been completed, they are required to reapply for Provisional Registration and the application is treated as a new application. This is a loophole in that someone can be Provisionally Registered for 10 years before questions would be raised as to why they haven't transitioned. There is currently no ability to compel them to transition. The Board has the discretion to place a fixed period on this but the legislation is silent when it comes to lapsing and reapplying. With this in mind, NT would like to see national consistency around a fixed term of Provisional Registration, without disadvantaging for example, teachers on Parental Leave.

The requirements to transition to Full Registration include 180 days of practice and completion of the six evidence components. One of the components is a professional learning log, but there are no hours specified. The NT would like to see a nationally consistent approach to a minimum requirement of professional learning at the Provisional category, as per Full Registration.

TRB NT has successfully introduced a process whereby a Provisionally Registered teacher recruited to the NT can apply for Full Registration once granted by the previous jurisdiction. The teacher does not need to go through the panel process or the collation of evidence as this has already been done in the previous state. The application is treated as a Mutual Recognition application and screening is done by the TRB NT.

Fixed period of registration

Teachers who meet eligibility requirements for Full Registration are granted the category for five years. At the end of the five year period, teachers must make application for renewal. The application is an online application where teachers complete a declaration that they have practised for a minimum of 180 days over five years and have completed a minimum of 100 hours of professional learning. A current criminal history check not more than 2.5 years old is also required and if relevant a current overseas criminal history check. A different cohort will renew each year and once every five years there is a significantly larger group which renews.

TRB NT has instigated a policy of using a random audit system for the renewal and audit process. Auditing all teachers is beyond the capacity of the office. The audit is not treated as compliance but rather it is treated as accountability of the TRB NT processes. The TRB NT does not currently have the technological or financial resources for teachers to log their evidence of practice and professional learning online. Teachers being audited are required to submit their evidence electronically, usually through email. Registered teachers have been trained in the audit process and meet as a panel to assess the evidence provided.

While some employers and some schools have their own electronic systems of storing data on professional learning and practice, their systems may not be compatible with the TRB portal for audit. The TRB NT has produced a professional learning log template with headings covering all information that is required. The TRB has provided support to ATSI teachers in very remote independent community schools with completing learning logs for renewal purposes. There is still work to be done to develop a culture of reflecting on the impact that professional learning has had on a teacher's practice.

Teachers who do not meet the requirements at the point of renewal are placed in a group called Provisional (F) Registration. This is an acknowledgment that a teacher has previously met the eligibility to be fully registered but for one reason or another, has not met the requirements on renewal. They are granted a three year period at Provisional (F) to give them the opportunity to meet the requirements and at any time in those three years, they can apply and provide evidence of their professional learning and practice. Provisional (F) is not a category of registration (as NT only has two categories) but more of a pathway to return to Full Registration. If the teacher wanted to register under Mutual Recognition in another state/territory, they would be considered as Provisionally Registered.

Aligning categories from other jurisdictions can be a challenge in NT where there are only two categories of registration. In some circumstances, registration cannot be granted under Mutual Recognition and the applicant has to go through a full application. A nationally consistent approach would be beneficial.

Provisionally and Fully Registered teachers must pay an Annual Fee for registration of \$86.00 per calendar year (which can be paid up to 3 years in advance) in order to be registered. The financial expiry date is the 31st December each year and failure to pay annual fees results in expiry of registration. Toward the end of a year that a teacher's annual registration fee is due, the TRB NT emails a 'Payment of Annual Registration Fee' reminder. Reminders are also published in the Government and Non-Government Principals' Weekly Update. Payments are made via the TRB online services. This has been problematic for some teachers who are on long leave or working in very remote schools with unreliable technology. The TRB NT has assisted ATSI teachers on several occasions with the process of renewing their annual registration fee.

TRB NT does not have a category of pre-registration for Preservice Teachers. There is scope for some Preservice Teachers to work in schools under the category of Authority to Employ.

Authorisations

NT has four categories of authorisation.

Category 1 - A person who does not hold the prescribed qualification

Applicants in this category are experienced teachers and generally will have completed at least three years of an approved teacher education program.

Category 2 - A person who has specialist knowledge and skills

Applicants in this category are people who have specific knowledge and skills required for a particular teaching position, most commonly music and language.

Category 3 - A Teach for Australia Associate

Applicants in this category are enrolled in the Teach for Australia program and are sought by employers to employ them as an unregistered person in the Northern Territory. Employers seeking authorisation for applicants in this category are required to provide additional information, which can be found on the TRB Website.

Category 4 - Pre-service teacher

Applicants in this category are pre-service teachers who are in their fourth year, second semester of undergraduate study or who are in their second semester of an initial teacher postgraduate program at Charles Darwin University or Batchelor Institute of Indigenous Tertiary Education. Employers seeking authorisation for applicants in this category are required to provide additional information, which can be found on the TRB website.

Authorisation is an important process for staffing 'hard to staff' schools particularly those in remote areas. Category 4 is particularly important as schools are often so impressed with their pre-service teacher they want to ensure they keep them after their practicum. Authorisation in this category ensures schools can work on their staffing early. Category 3 was introduced specifically to accommodate the Teach for Australia applicants who are able to apply for Full Registration at the completion of the two years in an NT school.

There is no limit to the number of years a person can be employed under Authorisation, particularly for Category 1 and 2. For example; a school can continue to apply for an authorisation on an annual basis without having to actively seek a registered teacher for the position. The intention of Authorisation is not to replace a qualified teacher, but to provide staffing in the interim. While the legislation is silent on this issue, the Board can place a limit on the number of years a person can continue to be authorised. There is little incentive for some to gain the necessary qualification to become a teacher as authorised persons in schools are paid at the discretion of the employer and can advance through the incremental pay scale as a registered teacher would. It does, however, give some flexibility to schools where there is an identified need and applications are monitored carefully by the Board. A nationally consistent approach, where jurisdictions still have the ability to meet their own needs, would be useful.

Authorisations do not come under the principle of Mutual Recognition.

Discipline and de-registration

The TRB NT strongly supports a nationally consistent approach at all stages of the disciplinary process. The following areas would be useful to have a common approach:

1. At the commencement of the disciplinary process.

For example what triggers a disciplinary process? What are the obligations in each jurisdiction for employers to notify the registration authority? What are the obligations on other authorities such as police to notify registration authorities? What matters must teachers notify to registration authorities?

2. During the disciplinary process.

How are investigations conducted? Who conducts them? What powers do investigators have? How is competency assessed when there are allegations of incompetence?

3. At the completion of the process.

Are sanctions applied consistently across jurisdictions? For example in the NT if a teacher is found guilty of a sexual offence as defined by the Teacher Registration (NT) Act the teacher's registration ceases. In the NT a sexual offence as defined includes a sexual assault against an adult. In other jurisdictions a sexual offence against an adult is not a disqualifying offence. This has resulted in difficulties when a teacher applies for registration in the NT under mutual recognition and the criminal history includes offending which results in automatic cancellation of registration in the NT (a sexual offence against an adult) but not in the jurisdiction the teacher is coming from. What is the appeal process? Who is notified of outcomes? Are the outcomes available to the public?

The TRB-NT strongly supports the establishment of clear and nationally consistent provisions and arrangements for the exchange of information, in relation to disciplinary processes, between regulatory authorities.

The TRB-NT highlights that current information sharing arrangements set out in the elements of registration rely on jurisdictions 'requesting' information about unfinished investigations and conditions. In practice if a jurisdiction is not aware that information exists and in particular if a teacher does not declare that they are or have been registered in a particular jurisdiction then decisions may not be made on all relevant information.

Suitability to teach

The TRB NT supports nationally consistent processes for the assessment of suitability including the assessment of a current criminal history check (including an overseas criminal history where relevant) both at initial application for registration and at renewal of registration.

The TRB NT supports a 'working with children check' as one element of assessment of suitability to teach. However the TRB NT strongly holds the view that a 'working with children check' does not replace a regulatory authority's assessment of criminal history and other relevant conduct. The TRB NT has dealt with teachers who hold a 'working with children check' although prior conduct includes offending such as fraud/theft or offences of violence against adults which may mean that the person is not a 'fit and proper person' to hold teacher registration.

Qualifications

Challenges

Discrepancies with practicum days with overseas ITE qualifications i.e. not meeting the minimum of 45 days. e.g. Qualifications from India. This also applies to some EC qualifications not having a minimum of 45 supervised practicum days in a school setting.

The minimum qualification requirements mean that most VET Trainers and in some instances early childhood educators (where a minimum of 45 days supervised practicum has not been completed in a school setting) will not be eligible for registration.

English proficiency

Challenges

TRBWA doesn't have the same ELP requirement as other jurisdictions, providing a loophole. We recently had an applicant who was not eligible for registration as they did not meet the ELP requirement, apply and gain registration in WA and return to the NT under MR.

Mutual Recognition

Challenges: When other jurisdictions have categories of registration other than Provisional or Full Registration.

There is the potential for a person not being able to gain registration in NT under MR as we do not have the corresponding category of registration e.g VIT non-practising and EC where an early childhood educator does not meet the criteria for registration but is granted a category of registration to work only in an early childhood setting.

NESA Conditional Accreditation for example is granted when they are in their final year of study in NSW. TRB NT has no corresponding category as this is covered under authorisation which is not transferable between states.

This challenge could be reduced if all jurisdictions provided to each jurisdiction a list of their categories of registration and if they are equivalent to either Provisional or Full Registration, (for example we now accept TRBWA non practising application for Provisional Registration being the equivalent of Provisional) or if they are a standalone category that is only applicable to their jurisdiction. For example the NT has Provisional (F) Registration which is only applicable to the NT – there is a disclaimer on our Registration Certificates stating:

Disclaimer:

If your Registration Category is: Provisional (F) Registration, the letter (F) noted on your registration after Provisional is not a separate category of registration, it represents that you previously held Full Registration in the Northern Territory. You may apply for Full Registration in the NT once you are able to meet the renewal requirements for Full Registration as specified in Form (F).

If you are applying for registration in another Australian State or Territory, your category of registration is PROVISIONAL.

Mutual recognition in most instances works very well for registered teachers and employers. It is more expedient than other processes.

Teacher quality

- ***How has the embedding of the Teacher Standards in the Framework supported teacher quality? In particular, how have the Teacher Standards influenced the way in which teachers move from provisional to full registration and through the renewal of registration?***

Improvements

- ***How could current teacher registration arrangements be improved to strengthen both teacher registration implementation and teacher quality? Are the eight elements of the 2011 Framework relevant and appropriate?***

The Australian Professional Standards for Teachers provide a benchmark for teachers to measure their practice against and also gives a framework whereby teachers can identify areas in which they should be renewing, changing, developing or enhancing their skills. The Standards guide professional learning, practice and engagement and can facilitate the improvement of teacher quality which ultimately contributes positively to the public standing of the profession.

The Standards define what teachers do and contribute to the professional growth of teachers and pre-service teachers as the Standards define/describe impact on student outcomes. It is clear through the language of the Standards what a teacher must be able to do at each of the career stages.

When moving from one career stage to the next, there is an expectation of greater impact due to the further development and consolidation of skills therefore when transitioning from Provisional to Full Registration, the standards clearly demonstrate what a Provisionally Registered teacher should be able to do at the proficient level.

The renewal of Full Registration was introduced in the NT at the end of 2015. A great deal has been learnt by the TRB NT through this process to the extent that an Evidence Guide of processes around renewal and audit has been completed and used as a guide for teachers who are renewing and may consequently be audited. As the audit requires the teacher to report professional learning against the Standards, the TRB NT is able to collate some data on the types of professional learning which is offered and attended by registered teachers. The data also captures how many hours of professional learning are attended against the Standards. This data can be shared with stakeholders to better inform professional learning opportunities from a systemic direction. The audit also encourages teachers to record professional growth that occurs outside formal workshops. There is no requirement in the NT to record a particular number of hours against each of the standards.

The Standards provide a common language for teachers to work within. The Standards describe what is expected of a teacher at each of the career stages. This encourages teachers to widen their experiences and focus their personal growth in areas that they may not have normally engaged.

The Standards capture initial teacher education, early career stage teachers, fully registered and highly accomplished and lead teachers. However this does not directly equate to registration. For example, a fully registered teacher may also be certified as Highly Accomplished or Lead Teacher. They are required to renew their category of Full Registration as well as renewing their certification of Highly Accomplished or Lead Teacher. This is an area where national consistency could be investigated to improve current requirements.

The language of the standards does not translate well to early childhood educators in non-school settings or VET trainers and assessors working in schools.

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

Should nationally consistent approaches to the registration of early childhood education teachers be considered?

The NT TRB strongly supports the registration of Early Childhood (EC) qualified teachers. In order to do this, where those EC qualifications do not currently meet registration requirements, a new category of registration will be needed in the NT, with changes to the current legislation, regulations and procedures.

Where applicants meet our current requirements for teacher registration, they can be registered as teachers (Provisional and Full Registration) as is the case with teachers working in NT Preschools and other school settings. They are not registered specifically as EC teachers.

The difficulty for TRB NT is not all EC educators meet our current qualification requirements for registration. If they do meet requirements and they gain registration, they then experience difficulty transitioning from Provisional to Full Registration or renewal if fully registered, if they work in non-school settings such as long day care centres. To move to Full Registration a person must demonstrate their teaching competence against the Proficient stage of the APSTs. A person working in non-school settings, such as long day care, would be working with the Early Years Learning Framework and the ACECQA National Quality Framework requirements, not the APSTs.

ACECQA (2013) recognises some EC teacher qualifications that do not currently satisfy the TRB NT (and other regulators) for teacher registration. This could possibly be overcome through:

- *a deeming process at a national level*
- *evidence of the EC teacher enrolled and working towards qualifications to meet registration as required by all Teacher Regulatory Authorities.*

The inclusion of all EC teachers will have funding and staffing implications for the TRB NT.

How could a nationally consistent approach to teacher registration support and improve the quality of early childhood teaching in school and non-school settings?

The TRB NT recognises that the registration of EC teachers would raise their professional standing in the community and make this an attractive career pathway. If there were National Guidelines

that incorporate the APSTs, it would be easier to manage the registration process, including transitioning from Provisional to Full Registration and renewal of registration every five years.

A nationally consistent approach to teacher registration could support and improve the quality of early childhood teaching in schools and non-school settings by:

- Prescribing the qualifications needed for registration across all jurisdictions, which will set the minimum standard nationally.
- Developing National Guidelines for EC teachers who work in non-school settings that are based on the APSTs.
- Requiring professional learning for EC teachers who work in non-school settings to map their own growth and development through the standards in order to transition from Provisional Registration to Full Registration and to renew registration every five years.
- Ensuring all EC teachers who work in non-school settings undergo criminal history checks and are 'Fit and Proper to Teach' as legally required nationally by regulators (note 'Suitability' section – this is more extensive than checks for Working with Children Clearance).
- Providing rigorous processes for EC teachers in non-school settings for disciplinary proceedings against that person if a complaint is received about the professional misconduct or competency/fitness to teach of that person. Currently there is no obligation to report to the regulator on the professional misconduct or lack of competency/fitness to teach of unregistered EC teachers working in long day care or other non-school settings. There is also a concern that currently, teachers who have been deregistered due to serious misconduct, lack of competency/fitness to teach, can move to work in non-school settings e.g. long day care centres where they are not required to be registered.
- Registration of all EC teachers working in all educational settings including long day care will allow the regulatory body to:
 - Mandate that employers of EC teachers working in schools and other non-school settings such as long day care, must notify the regulator if the teacher is dismissed by them; resigns due to circumstances that calls into question their competency to teach or fitness to teach, the employer takes action against the person in relation to serious misconduct, lack of competence to teach or lack of fitness to teach.
 - Share information with other jurisdictions where EC teachers have been deregistered or are undergoing an inquiry due to serious misconduct, lack of competency or fitness to teach or other.

A nationally consistent approach to teacher registration could support and improve the quality of early childhood teaching in schools and non-school settings by ensuring that young children in their first years of care and education have highly qualified and fit and proper persons teaching them.

How could the Teacher Standards be applied for early childhood teacher registration?

The language of the Standards presumes a 'school setting' and a 'teacher' therefore the language of the Standards needs to be changed to incorporate EC teachers and educators and educational settings before they could be properly applied to early childhood.

To ensure national consistency it is highly recommended that National Guidelines for EC teachers (working in all educational settings encompassing school settings and non-schools settings such as long day care) are developed on implementing the APSTs to demonstrate evidence of professional learning. Consideration will need to be given to how teachers working in isolated EC settings, where they may be the only registered teacher, will be able to maintain their professional obligations for ongoing registration.

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

Under current teacher registration processes, what are the specific challenges to deliver VET in schools for:

a) Registered teachers

This would not be an issue if the teacher is registered and the VET course they are delivering is part of their academic and/or industry qualifications.

The TRB NT does not currently have a registration category for VET teachers working in school settings. In some circumstances, 'Authority to Employ' (note question 1: Authorisation) may be granted for hard to fill positions (eg rural and remote locations, or for a particular subject area) for a period of 12 months.

b) VET trainers and assessors

VET trainers and assessors employed by Registered Training Organisations (RTOs) are not handled by the TRB NT and therefore are not screened as they would be if they were employed under Authority to Employ. They do not use the APSTs, some of which would not be relevant.

They have a Working with Children Clearance only, which is a limited check as outlined previously in questions 1 & 2. This is an area of concern as some are working with very vulnerable students in isolated remote communities.

The registration of VET teachers would have a significant impact on the TRB NT in terms of staffing, funding and resources.

Staffing of the Office of the Board would need to be increased to cover not only the registration processes such as the assessment of qualifications but also professional conduct matters, professional learning and moving from Provisional to Full Registration and the renewal process every five years.

How could these be overcome?

A nationally consistent approach to the registration of VET teachers considerations:

- *Prescribing the qualifications needed for registration across all jurisdictions, which will set the minimum standard nationally.*
- *Developing National Guidelines for registered VET teachers that are based on the APSTs.*
- *Professional learning for VET teachers in order to map their own growth and development through the standards so as to transition from Provisional to Full Registration and to renew registration every five years (if that aligns with their registration category).*
- *Ensuring all VET teachers undergo comprehensive criminal history checks and are 'Fit and Proper to Teach' as legally required nationally by regulators (note 'Suitability' section – this is more extensive than checks for Working with Children Clearance).*
- *Registration for VET teachers will provide a means for disciplinary proceedings against that person if a complaint is received about the professional misconduct or competency/fitness to teach of that person. Currently there is no obligation to report to the regulator on the professional misconduct or lack of competency/fitness to teach of unregistered VET teachers working for RTOs.*

- *Registration of VET teachers working in schools will:*
 - *Mandate that employers of VET teachers working in schools and other educational settings, must notify the regulator if the teacher is dismissed by them; resigns due to circumstances that calls into question their competency to teach or fitness to teach, the employer takes action against the person in relation to serious misconduct, lack of competence to teach or lack of fitness to teach.*
 - *Share nationally with other jurisdictions information about VET teachers who have been deregistered or who are undergoing an inquiry due to serious misconduct, lack of competency or fitness to teach or other.*

Is greater flexibility needed to support schools to utilise skilled VET trainers and assessors? How can this be achieved without compromising teacher quality and national consistency in teacher registration?

The TRB NT recognises the importance of VET trainers and assessors delivering training in schools for students in middle and senior secondary schools. This supports career pathways for students in a broad range of contexts (urban, rural and remote communities in the NT) and meeting the supply and demand for local trades and traineeships by employers. Authority to Employ category in the TRB NT provides flexibility for schools to employ VET trainers and assessors, especially for very remote schools with secondary students. However this is a relatively short term solution.

The APSTs currently do not align with the work of a VET trainer. National Guidelines would need to be developed to ensure consistency across states and territories.

4. How does teacher registration support entry into the teaching profession?

How do current teacher registration processes support graduates?

- **Australian Professional Standards for Teachers**

APSTs describe what a pre-service teacher should know and be able to do when they have completed their qualification. They are expected to measure their training and practice during professional experience against the Standards and be well acquainted with the Standards prior to entering the profession as Provisionally Registered teachers. They have a benchmark which they know they must reach. Teachers in schools share the same language of the APSTs.

Once registered, the engagement with the Standards continues through transition from Provisional to Full Registration.

- **National accreditation of ITE courses – APSTs (Graduate) and Australian Program Standards**

The national accreditation of ITE courses has strengthened the training of pre-service teachers and has developed authentic assessments required for inclusion in courses. National accreditation has provided a consistent approach to the assessment of ITE courses across Australia to ensure that students are not only trained in pedagogical theories but are also ready in their classroom practices. Programs which are nationally accredited have been through a rigorous assessment process which is evidence based around program outcomes, program development, design and delivery, program entry, program structure and content, professional experience and program evaluation, reporting and improvement. Graduates of those courses are classroom ready.

- **Provisional Registration**

Provisional Registration is a period of supported induction into the teaching profession. Provisionally Registered teachers are given the opportunity to work with more experienced mentors to further develop their skills to the Proficient Standards. As stated, this varies from situation to situation, especially in rural remote and small school contexts.

- **Engagement with the provider and PSTs**

TRB NT has only one provider so the possibility of greater engagement across a wider number of areas is manageable. We address first year ITE students on both the Ethics of Teaching and engagement with the Australian Professional Standard for Teachers.

The TRB NT is also invited to attend workshops with 4th year students to discuss the requirements for registration. This is an excellent time to answer questions that graduates may have about their own personal circumstances.

- **Authorisation can be granted to a PST in their final semester providing they have completed all of their practicum**

TRB NT can grant an Authorisation to Employ an Unregistered Person to a school wishing to employ a final year student. PSTs must have completed their final practicum and may not have more than two units left to complete. This has been highly beneficial to both schools and PSTs as schools will often offer a final year student employment having had the opportunity to observe them in classrooms.

Authorisation of Teach for Australia Associates

Authorisation can be granted to a PST in a Teach for Australia Master of Teaching degree. At the end of this time, TRB NT will grant an associate Full Registration. This has proved to be a positive step in acknowledging the pathway they have taken to becoming a teacher, and also for the retention rates in the Northern Territory.

- **Teaching Schools Management Committee**

The TRB NT is a member of the Teaching Schools Management Committee which is part of the Teaching Schools partnership between the Department of Education and Charles Darwin University. The Committee is made up of stakeholders in ITE including employers, regulatory authority, and the provider.

- **TRB NT Initial Teacher Education Committee**

This is a sub-committee of the Board which includes members from a range of stakeholders including employers, regulatory authority and the provider.

The terms of reference for the ITEC are:

- *To advise the Board and make recommendations on the assessment and accreditation of initial teacher education programs*
- *To ensure graduates meet the Australian Professional Standards for Graduate Teachers for the purposes of Teacher Registration*

Employed in different circumstances (eg. Casual, full-time or permanent)?

Provisional Registration is granted for an initial period of three years with a subsequent renewal of two years available. This period will generally cover a range of circumstances where a Provisionally Registered teacher may not be employed full time or on an ongoing basis. If a teacher has not transitioned to Full Registration during this period, they need to reapply for Provisional Registration. The Board is supportive unless there is a breach of professional conduct so there are pathways available for those who have a range of circumstances.

Are there barriers/challenges presented by teacher registration for those entering the teaching profession? How could these be overcome?

Some of the barriers and challenges which are presented by teacher registration requirements are around qualifications and English language requirements. Teachers who are seeking registration

with overseas qualifications may have difficulty registering as their qualifications may not meet the prescribed requirements as stated in the NT legislation. An area of particular focus here is around the professional experience days or the lack of days.

English language proficiency is also a hurdle for some teachers with overseas qualifications, particularly when they have studied in a country which requires English language proficiency to be proven, but they speak all but perfect English. An exemption in the Northern Territory can be sought from the Board in some cases. .

5. How can we ensure that registered teachers satisfy the fit and proper person

How do regulatory authorities (within legislated responsibility) ensure fit and proper person requirement of registered teachers?

How can teacher registration processes support a nationally consistent approach to satisfying the fit and proper person requirement of registered teachers, at the point of registration and throughout their teaching career?

The TRB NT supports nationally consistent processes for the assessment of suitability to teach as set out above at both time of initial application, throughout the registration period and at renewal. Consideration of consistency should include:

- *Robust identification checks*
- *Criminal history checks*
- *International criminal history checks*
- *Screening checks under mutual recognition*
- *Obligations on employers to notify teacher regulatory authorities*
- *Obligations on police and other authorities to notify teacher regulatory authorities*
- *Complaints process for members of the public*
- *Investigative powers*
- *Sound disciplinary process and decision making*
- *Information sharing between jurisdictions*
- *Information sharing between relevant authorities*

The TRB-NT strongly supports a nationally consistent approach to the reform of teacher registration legislation and the achievement of nationally consistent processes and practices in relation to the eight elements of teacher registration.