



Teachers Registration Act Review

Safe children, quality practice, modern regulation

DISCUSSION PAPER

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Minister's Foreword

Teachers across Tasmania play a crucial role in shaping the future of our community.

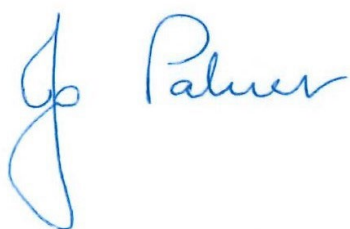
Every day, our teachers guide students through their schooling journey, equipping them with the skills and confidence they need to succeed. Their impact goes beyond the classroom, a great teacher can help a student to build resilience, recognise their strengths and create a lifelong love of learning.

The hard work, dedication and commitment that is shown by our teachers is deeply valued, and their influence on the lives of students is felt in every corner of our state. It is therefore of utmost importance that the teaching profession in Tasmania is safe, accountable, and provides high quality teaching.

My priority is to ensure that Tasmanian children and young people thrive as learners in a safe and supportive environment. *The Review of the Teachers Registration Act 2000* is a crucial step toward achieving this goal. It will look at how we can better protect children while they learn, support teachers (including those in early childhood education and care) in maintaining high professional standards and assess if the legislative framework is modern, effective and fit for purpose.

Importantly, the Review will also provide advice on the implementation of the recommendations from the Commission of Inquiry into the Tasmanian Government's Response to Child Sexual Abuse in Institutional Settings related to teacher registration.

This is a significant moment for education in Tasmania. I encourage all Tasmanians, including children and young people, to share their views on how we can improve teacher registration to maintain the highest standards in the teaching profession and strengthen the safety of our children and young people while they learn.



Jo Palmer MLC
Minister for Education

Acknowledgement of Victim Survivors

This Discussion Paper addresses recommendations made by the Commission of Inquiry into the Tasmanian Government's Response to Child Sexual Abuse in Institutional Settings.

We acknowledge the trauma that continues to affect people with lived experience of child abuse. We are committed to being sensitive to this trauma as we use the learnings from past wrongs to protect the rights of current and future generations of children and young people and keep them safe from harm.

Executive Summary

Why are we undertaking this Review?

Teachers shape children and young people's education and personal growth. Under the *Teachers Registration Act 2000* (the Act) the Teachers Registration Board (the Board) registers teachers and verifies that they are of good character, competent and are fit to teach.

Since 2000, the Act has been amended several times to address changing needs in the education sector. A comprehensive review of the Act is now timely to:

- Support the implementation of the *Commission of Inquiry into the Tasmanian Government's Response to Child Sexual Abuse in Institutional Settings (the Commission of Inquiry)* recommendations.
- Make sure the Act is contemporary, especially following the 2024 update to the *National Teacher Registration Framework*.
- Allow for early childhood teacher registration in line with Tasmania's national commitment under the *National Early Childhood Education and Care Workforce Strategy* and the *Review of Child Safety Arrangements*.

Following the commencement of the *Education Act 2016* and the Review of Education Regulation, the Teachers Registration Act Review (the Review) represents the next step in modernising education regulation in Tasmania.

This is an opportunity to redesign the Act to better meet the needs of children and young people, enhance safety, and support teachers in preparing them for the future.

What is the Purpose of the Review?

According to the Terms of Reference, the objective of the Review is to review the Act and make recommendations to ensure:

- children are safe while they learn
- teachers, including those in ECEC, are high quality and meet professional standards
- the legislative framework reflects modern regulatory practice and is fit-for-purpose.

Contextual Considerations

While teacher registration contributes to professional practice and child safety, it is just one of several factors that influence these outcomes. The actions of a wide range of stakeholders—including teachers, mentors, employers, regulators, unions, peak bodies, higher education providers, and community organisations—also play a significant role in shaping teaching practice and child safety.

Who will undertake the Review?

A Steering Committee, appointed by the Minister, is overseeing the Review. Stakeholder input, combined with research findings, will inform the final report, which the Committee will

present to the Minister at the end of the Review. The report will include recommendations on achieving the Review's objectives and how those recommendations can be implemented.

How Can Stakeholders Engage with the Review?

You can actively participate in the Review by providing your input in response to the questions included in this discussion paper and collated in Section 6. The questions will provide an opportunity for your feedback on:

- Implementing recommendations from the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings to improve child safety in teacher registration processes.
- Aligning the Act with national best practice, including transitioning from provisional to full registration, registration renewal, and professional learning.
- Implementing early childhood teacher (ECT) registration in the Tasmanian context.
- Options to modernise the Act and explore ways to streamline registration while maintaining high standards.

We value children's perspectives and respect their right to have a say in matters that affect them. To ensure their voices are heard in this Review, guidelines for adults supporting consultation with children and young people, as well as a child-friendly consultation discussion starter, are also available on the [Review Webpage](#). We invite communities, teachers, and families to support and encourage children's participation in this consultation process.

What is excluded from this Review?

The following matters are out of scope of this Review:

- Governance matters for the Teachers Registration Board included in the recent *Review of Education Regulation*;
- Issues considered in the 2024 *Independent Review of Tasmania's Education System*;
- Pay and conditions of teachers, including those working in the early childhood education and care sector; and
- Curriculum.

Relevant findings from the 2024 *Independent Review of Tasmania's Education System* that are adopted by Government will be incorporated into this Review, as necessary.

How to make a submission

You can provide your feedback either by:

- **Email:** submit your responses to the Discussion Paper questions and the Child-friendly consultation via email to legislation@decyp.tas.gov.au using the subject line *Teachers Registration Act Review*.
- **Mail:** submit your responses to the Discussion Paper and the child-friendly consultation in hard copy by posting them to:
Teachers Registration Act Review Steering Committee
GPO Box 169
Hobart TAS 7001

You are welcome to submit partial responses and are not obligated to answer all the questions of the Discussion Paper in full. Your input, no matter how brief or detailed, is appreciated. All submissions must be received by 12 April 2025.

Publication of Submissions

In accordance with the Tasmanian Government Public Submissions Policy, all submissions will be considered public information and posted on our [website](#).

Only your name (or the name of your organisation) will be disclosed, and your submission will be made public unless you specify otherwise. No other personal details will be shared.

If you would like your submission to be treated as confidential, please indicate this in writing, specifying which parts should remain private and the reasons why. In this case, your submission will not be published to the extent of that request.

Please note that, unlike submissions to the discussion paper, survey responses will not be published individually. Instead, all responses will be collated and included in a survey report, which will be part of the broader 'What We Heard Report.' This report will be made publicly on our [website](#).

Copyright in submissions remains with the author(s), not with the Tasmanian Government. The Department for Education, Children and Young People (DECYP) will not publish, in whole or in part, submissions containing defamatory or offensive material. If your submission includes information that could enable the identification of other individuals, then either all or parts of the submission will not be published.

For further information please contact: legislation@decyp.tas.gov.au

Next steps - Review Timeframe

Reviewing legislation takes time and thoughtful consideration. Following consultation on this paper, there will be further opportunity to provide comment on draft legislation.

Legislation will be tabled in Parliament prior to 1 July 2026 to meet the Government's commitment to implementation of associated Commission of Inquiry recommendations.

Teacher registration in Tasmania

Teachers shape the lives of children and young people, they influence not only their education but also their personal development and future aspirations. They are essential to our educational system, guiding students with care, passion, and dedication. Teachers inspire a love of learning; they build a foundation for a brighter and more equitable future.

Given the profound impact teachers have, regulating the profession is crucial for ensuring safety and maintaining high-quality learning experiences. In Tasmania, this regulatory task is the responsibility of the Board. The Board registers teachers and ensures they meet the standards of character, competence, and fitness to teach. The Board builds community confidence that skilled teaching professionals support children and young people. Further information on the Board is available [here](#).

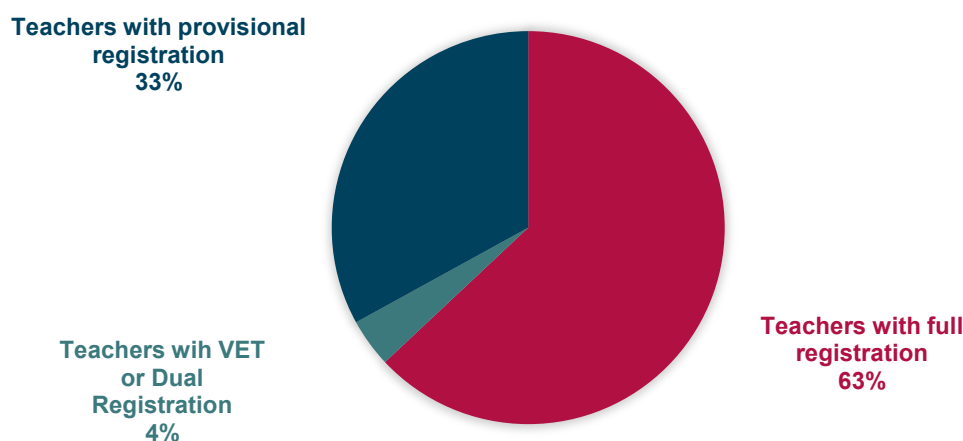
What does the Act do?

The Act was introduced in 2000 to recognise the teaching profession, establish minimum professional standards for teachers, and protect children in schools from potential abuse. Together with relevant policies (see [Attachment 2](#)), it provides a framework to support and regulate the teaching profession in Tasmania, including:

- Creation of the Board as an independent statutory authority, with expectations set by the Minister for Education.
- Establishment of governance arrangements, functions, and powers of the Board.
- Registration of teachers and vocational education and training specialists.
- Disciplinary provisions (such as placing conditions on, suspending, or cancelling registration).
- Management of complaints, investigations, administration, reporting, and financial arrangements.

Who are the teachers regulated under the Act?

According to the *2023-2024 Teachers Registration Board Annual Report*, there are 11 713 registered teachers in Tasmania. These teachers are employed in both government and non-government schools. This number does not include early childhood teachers working in Early Childhood Education and Care (ECEC) settings (such as long day care), as they are not currently required to register under the Act.



Assessment of the Act Against Best Practice

This section evaluates how the Act aligns with best practices in relation to the Review's objectives. To determine best practice the Review has examined inquiries, reports, best practice models, and research findings to identify ways to improve child safety and maintain high teaching standards in schools and ECEC services. The Review has also assessed how the current framework aligns with regulation in other jurisdictions.

Objective 1 - Children are safe while they learn

Teacher registration is an important mechanism for supporting child safety in education settings.

In 2017 the Child Abuse Royal Commission identified gaps and risks to child safety in teacher registration across Australia. In 2021 an Independent Inquiry into the Tasmanian Department of Education's Responses to Child Sexual Abuse made 21 recommendations to improve child safety within the Department. In 2023 the Commission of Inquiry acknowledged that while the Teachers Registration Board plays an important role in protecting students, it does not operate as well as it could in Tasmania. These reports show that those responsible for children's safety need to be transparent and share information. This includes employers, professionals, and regulators – especially during investigations. Sharing information is a critical part of ensuring child safety.

What are the current issues?

Information Sharing

While the Commission of Inquiry noted that Tasmania has seen improvements through the development of information-sharing agreements and the Commission felt optimistic about broad powers given to the Independent Regulator, the Commission noted there was still long term improvements required to address information sharing issues. Under the Act, information that can be shared about teachers between the Board and employers is limited. The Board can disclose information on a teacher's qualifications or registration status to employers, but cannot share this information with other authorised personnel, such as principals.

The Commission of Inquiry (rec 6.10) has highlighted these restrictions, particularly during investigations, and has recommended joint investigations and improved information sharing between the Board, employers, and other relevant entities (for example the Registrar of the Registration to Work with Vulnerable People Scheme) to address this issue.

Question 1:

The Tasmanian Government has committed to introducing legislation that allows the Board to compel relevant entities to share information relevant to child sexual abuse and notify the Board when they become aware of allegations. It also committed to allow the appointment of joint investigators when investigating matters involving child sexual abuse.

- i. What should the Steering Committee consider when making recommendations for the implementation of these commitments?
- ii. Are there any opportunities to further improve child safety through the teacher registration process?

Transparency and Accuracy

Tasmania is the only State that does not require the Register of Teachers to include the place of employment. This limits oversight given the TRB does not know where teachers are working. This creates a potential risk to child safety, particularly in relation to teachers who work across schools and sectors

Question 2:

The Commission of Inquiry (rec 6.11) recommended that the Act be amended to require details of the prospective or current place of employment for a teacher be included on the Register of Teachers. The Commission also recommended that employers be required to update the Board through an electronic system whenever a teacher's place of employment changes.

- i. When implementing this recommendation what needs to be considered? (for example: timing, penalties, relation to other requirements)
- ii. Should any other information be captured in this system?
- iii. How can we ensure these requirements are not onerous on teachers, employers or the Board?

Enforcement Measures

Breaching the Act can attract penalties, however enforcing these penalties is time consuming and costly for the Board. This means that the Board cannot penalise every breach of the Act without significant cost. For example, the Act requires teachers to tell the Board if they are charged with specific offences or change their residential address. Evidence from the Commission of Inquiry indicated that many fail to do this and enforcement in every instance would be timely and costly.

The Commission of Inquiry (rec 6.12) recommended making it easier for the Board to enforce the Act by allowing the Board to issue infringement notices. This would align the Act with other Tasmanian legislation, including the *Registration to Work with Vulnerable People Act 2013*, which the Commission of Inquiry heard is effective in managing similar regulatory issues.

The Commission of Inquiry further noted the importance of the Board being able to respond quickly to any incidents of child sexual abuse. The Commission of Inquiry (rec 6.13) recommended amending the Act to allow the Board to suspend a person's registration or Limited Authority to Teach (LAT) where that person has been charged with a serious offence.

Question 3:

The Commission of Inquiry (rec 6.13) recommended amending the Act to allow the Board to suspend a person's registration or a Limited Authority to Teach (LAT) where that person has been charged with a serious offence.

- i. When implementing this recommendation what needs to be considered? (for example, categories of 'serious offence')

Automatic Mutual Recognition Scheme

The Automatic Mutual Recognition (AMR) scheme allows a teacher registered in one state or territory to work in another, without needing to apply for separate registration. This makes it easier for workers to work across borders but, as the Commission of Inquiry heard, also

makes it challenging for the Board to ensure those teachers are safe. The Board has no way to verify the credentials or professional conduct of such teachers as these teachers do not have to tell the Board that they are working in Tasmania.

Tasmania is exempt from the AMR scheme until 2027, but work needs to be done ahead of this date to ensure the scheme can operate safely and effectively.

The Commission of Inquiry recommended that the Tasmanian Government, Department for Education, Children and Young People, and the Board continue advocating at the national level for an AMR scheme that accounts for risks to child safety and includes measures to address these risks.

Question 4:

The Tasmanian Government has agreed to implement AMR for teachers. It has also agreed to continue advocating at a national level for an AMR scheme that accounts for risks to child safety and includes measures to address these risks.

- i. What matters should be considered when implementing the AMR Scheme for teacher registration in Tasmania?

Objective 2 - Teachers, including those in ECEC, maintain high quality and meet professional standards

Quality teaching plays a crucial role in supporting the wellbeing and learning of children and young people.

Teacher registration supports teachers to develop the skills and knowledge they need to provide quality teaching for students. In Tasmania, where more students face disadvantage and developmental vulnerability than their national peers, quality teaching is even more critical.

A teacher's professional career starts with completion of a teaching qualification and continues through working, mentoring, and ongoing training. After graduating, teachers work toward meeting the requirements for full registration. This includes demonstrating they are 'proficient' under the Australian Professional Standards for Teachers (APSTs).

The Australian Institute for Teaching and School Leadership (AITSL), along with teachers, school leaders, and education experts, developed the APSTs. They provide a framework for quality teaching and professional growth at different career stages:

1. **Graduate** – for those completing initial teacher education (ITE) programs.
2. **Proficient** – for fully qualified teachers who meet the standards required for full registration.
3. **Highly Accomplished** – for experienced teachers with advanced skills.
4. **Lead** – for teachers who show exceptional leadership and make a significant impact in their schools and communities.

The standards focus on three main areas: Professional Knowledge, Professional Practice, and Professional Engagement. The standards are benchmarks for teachers nationwide.

While the APSTs are used in schools, work is underway to adapt these for early childhood settings. This will support early childhood teacher registration.

What are the current issues?

The National Framework for Teacher Registration promotes consistent national teacher registration. It upholds high professional standards and encourages ongoing development. **Attachment 2** sets out how Tasmania currently aligns to the National Registration Framework. The main issues are outlined below.

Transition from Provisional to Full Registration

Under the National Framework, teachers must move from graduate to proficient (and full registration) in five years. To do this, teachers must prove they are meeting the proficient level of the APST.

The Board has recently changed the process for moving from provisional to full registration. The changes were made to improve accessibility, efficiency, and teaching quality reporting.

Unlike in other states and territories, Tasmanian teachers do not have to move from provisional to full registration. Currently, teachers can stay provisionally registered their entire working life. As of 30 June 2024, there were 3 904 provisionally registered teachers in Tasmania (33 percent of all Tasmanian teachers).

Question 5:

National standards require teachers to progress from Graduate to Proficient and attain full registration within five years of receiving provisional registration. The Act currently does not mandate this requirement.

- i. Should the Act be amended to require teachers to obtain full registration within five years?
- ii. If the Act is amended to include a specific time limit, what factors should be considered? Should there be provisions for exceptional circumstances that allow for an extended timeframe?
- iii. What pathways would you recommend to efficiently support provisional teachers, mentors, and regulatory bodies in this transition process?

Continuous Professional Learning

To deliver high-quality education, teachers must do ongoing professional learning. This allows them to stay up to date and develop skills. Continuous professional development helps teachers learn new teaching methods and respond to diverse student needs.

Teacher Registration Authorities (TRAs) around Australia use continuous professional development to set expectations and support high teaching standards. Ongoing professional development requirements are also crucial for child safety. The Commission of Inquiry recommended (rec 6.15) amending the Act to empower the Board to establish requirements for minimum training and ongoing professional development, including mandatory child safety training.

The Act does not require ongoing professional development, instead employers mandate and manage it. This means that requirements can vary across employers. In contrast, every Australian jurisdiction, except Tasmania, has legislated minimum requirements for continuous professional learning. This ensures consistency. Other jurisdictions often require 100 days of professional practice (i.e. teaching) and 100 hours of professional learning over five years. This is in line with the National Teacher Registration Framework.

Teacher Registration Authorities (TRAs) in other jurisdictions often provide guidance on what qualifies as professional learning for registration purposes. Some jurisdictions use an 'audit-based' regulatory approach, where teachers track their own professional learning and practice, providing evidence only if requested. This approach sets clear expectations, allows for spot checks, and helps ensure the workload remains manageable.

Professional learning activities used as evidence can include both formal and informal learning experiences aimed at improving a teacher's knowledge, practice, and competencies in the Australian Professional Standards for Teachers (APST). Across jurisdictions, mandatory professional learning typically consists of both formal and informal activities. Formal activities may include workshops, seminars, online learning, and conferences, while informal activities can encompass professional reading, collegiate meetings, and mentoring.

As outlined in [Attachment 3](#), most TRAs accredit professional learning provided by professional associations or similar organisations. However, some TRAs do not include professional learning accreditation as part of their function.

In Tasmania the Board, through policy, requires teachers renewing their registration to complete 120 days of professional practice over the previous five years. Unlike other jurisdictions, neither the Act nor the Board's policies set a minimum of 100 hours of compulsory professional learning, unless applicants fail to meet the professional practice standards.

Including mandatory professional learning in the Act would not necessarily result in a significant increase in workload for teachers or the Board. Teachers are already engaging in professional learning as part of employment requirements or policies. Changes to the Act might mean maintaining records in different ways and allowing for audits to ensure training has been completed consistently across sectors and employers.

Question 6:

Best practice legislation in Australia requires teachers to complete 100 hours professional learning over five years for registration renewal. This often applies to most categories of registration.

- i. If the Act is amended to mandate the requirement for professional learning, including child safety training as recommended by the Commission of Inquiry, what matters should be considered?
- ii. What kinds of professional learning should qualify for registration purposes?
- iii. How can professional learning be recorded efficiently to minimise administrative workload for teachers, employers, and the TRB?
- iv. What role should the TRB play in accrediting and auditing professional development activities? What matters need to be considered?

Should this professional learning requirement apply only to full registration renewal, or should it also extend to other registration categories and Specialist Vocational Education and Training (VET) Registration? What needs to be considered? Registration Categories and Certifications

Other Australian jurisdictions offer a wider range of registration categories than Tasmania. The Tasmanian Act does not allow for the creation of new registration categories. For example, other jurisdictions allow non-practising registration. Non-practising registration

allows teachers to maintain their registration while not in a teaching role (for example those working in Child and Family Learning Centres). This lets teachers move between roles more easily. Some jurisdictions' legislation also includes Highly Accomplished and Lead Teacher (HALT) certifications. HALT recognises expert and highly skilled teachers. In June 2020, the TRB started a review of its HALT certification process. HALT certifications are not currently included in the Tasmanian Act.

Question 7:

Other Australian Acts provide flexibility to establish registration categories and certifications as required.

- i. Are there issues within the existing teacher registration categories, registers, and certifications that need to be addressed?
- ii. Should the Act be amended to provide more flexibility in this area?

Registration of Early Childhood Teachers in the ECEC Sector

There are approximately 73 employers in the Tasmania Early Childhood Education and Care (ECEC) sector across for-profit, not-for-profit, local government and community-based organisations. The sector provides a variety of service types, including long day care, family day care, in-home care, mobile services, occasional care, and outside school hours care.

The majority of the sector is regulated under the National Quality Framework (NQF) with a small number of services regulated under the Tasmanian *Child Care Act 2001*. The Department for Education, Children and Young People is responsible for regulating ECEC services under both national and state legislation.

Early Childhood Teachers (ECTs) in ECEC settings design and deliver educational programs that support children's development and learning. Learning areas include cognitive, social, emotional, and physical skills. Approved learning frameworks, such as the Early Years Learning Framework (EYLF), guide teaching and learning in ECEC settings. This is similar to the way school curricula guide education in schools.

Teacher registration for ECTs in ECEC services is not mandatory and is not regulated under the NQF or the *Child Care Act 2001*. However, most jurisdictions in Australia require registration by their jurisdiction's teacher registration authority.

Tasmania, along with Queensland and the Northern Territory, is one of the few jurisdictions in Australia that does not require teacher registration for ECTs in ECEC. The Tasmanian Government, along with other jurisdictions, committed to implementing teacher registration for ECTs as part of the Workforce Strategy (FA1.2) and the 2023 Review of Child Safety Arrangements under the NQF (rec 6), led by Australian Children's Education and Care Quality Authority (ACECQA). Registration aims to:

- **Enhance Professional Practice** by requiring ECTs to verify their qualifications and suitability with the local Teacher Registration Authority and demonstrate their practice against the Australian Professional Standards for Teachers, similar to teachers.
- **Strengthen Child Safety** by providing greater transparency regarding ECTs' qualifications, employment, and professional standing.
- **Improve Professional Recognition** by acknowledging ECTs and their expertise as equivalent to those of school teachers, leading to better career progression opportunities and making the profession more attractive to potential educators.

Mandatory Registration Requirements in the ECEC Sector

Under the NQF, centre-based services must employ a specified number of ECTs based on the number of children enrolled. While this requirement does not apply to other ECEC settings (like Family Day Care) teachers might still work in these settings.

Question 8:

In most jurisdictions teacher registration is mandatory for ECTs in ECEC settings where it is required by law, however, some jurisdictions have introduced voluntary registration for ECTs working in ECEC services where an ECT is not required by law to register.

- i.* What should be considered when implementing mandatory ECT registration?
- ii.* Alongside mandatory registration for ECTs in ECEC settings where it is required by law, should Tasmania also offer voluntary ECT registration for ECEC services where an ECT is not legally mandated? For example, in Outside School Hours Care (OSHC) or services regulated under the Child Care Act rather than the NQF. What should be considered?

Registration Qualification Requirements for ECTs in ECEC

In Tasmania, teachers in schools are required to hold appropriate qualifications for registration. The approved qualifications are determined by the Board and outlined on the Board's website. Approved qualifications currently only include four year Initial Teacher Education (ITE) programs accredited by AITSL.

Teachers in the vocational education and training sector can register through a specialist VET registration, while this is not mandatory in VET registered training organisations, like TAFE, it is compulsory for VET Teachers in schools and colleges to be registered. Approved qualifications are outlined on the Board's website. The requirements for specialist VET registration differ to registration requirements to teach in schools. Those teaching in the VET sector must have a Certificate IV in Training and Assessment, a unit on adult language, literacy and numeracy skills and a unit on design and development of assessment tools. Alternatively, they can have a diploma or higher-level qualification in adult education and be able to demonstrate current competency.

Under the NQF, ECTs must hold teaching degrees approved by the Australian Children's Education and Care Quality Authority (ACECQA), the independent national authority for ECEC.

ACECQA-approved qualifications are recognised as the minimum qualification requirements in all jurisdictions for teacher registration in ECEC settings. ACECQA approves university degrees ranging from 3 to 5 years in length focusing on teaching practices with young children aged 0-5. Some of these qualifications are approved by both ACECQA and AITSL. Teachers with those qualifications approved by both ACECQA and AITSL can work in both school and non-school settings in Tasmania.

ECTs in training can work in ECEC before completing their degree, provided they meet specific NQF requirements. However, all jurisdictions that allow ECT registration limit it to those who have completed their qualifications, not for those in training.

Question 9:

Despite differences across Australia, all jurisdictions accept completed ACECQA-approved qualifications as the minimum requirement for registration as a teacher in ECEC settings. Most jurisdictions also require ECTs to meet the same criteria as schoolteachers for transitioning from provisional to full registration and for registration renewal.

- i. What qualification requirements should be adopted for registering ECTs in the Tasmanian ECEC context?
- ii. Should ECTs meet the same criteria as school teachers for transitioning from provisional to full registration and for registration renewal, including mandatory professional development and compliance with the APSTs? What needs to be considered?

Early Childhood Teacher Registration Modelling

As outlined in [Attachment 4](#), jurisdictions across Australia have adopted various approaches to ECT registration. Most have integrated ECTs into their existing teacher registers, while Victoria is the only state with a dual registration system. With a dual register model ECTs holding qualifications approved by both AITSL and ACECQA are required to register twice.

New South Wales and South Australia classify ECTs in the same category as school teachers. Other jurisdictions have specific categories with conditions including restricting ECTs with ACECQA approved qualification to only working in ECEC settings.

Question 10:

- i. Should Tasmania align with the majority of Australian jurisdictions by integrating ECTs into the existing teacher register (rather than creating a new register)? What factors should be considered?
- ii. If adopting a “one-register” model, should ECTs be classified in the same category as school teachers, or should a distinct category be created for ECTs working in ECEC? Why?
- iii. If a distinct category is created, should conditions be applied to restrict ECTs with ACECQA-approved qualifications to working only in ECEC settings? What needs to be considered and why?
- iv. Are additional considerations needed for teachers with early childhood degrees approved by both AITSL and ACECQA to ensure equity and clarity in registration?

Additional Considerations

Extending the scope of the *Teachers Registration Act 2000* to include ECEC will introduce an additional regulatory framework for the sector. This change may require services to adapt their operations to ensure compliance, which could have implications for workforce capacity, administrative processes, and professional development requirements. Other Australian jurisdictions have transitioned to ECT registration with a variety of strategies over the years, including transitional training for the local Teacher Registration Authority (TRA) and the sector, grandfathering approaches, reviews of administrative processes, and mentoring programs.

Question 11:

- i. How will the mandatory registration of ECTs affect ECEC services in Tasmania?
- ii. What strategies might be required to facilitate a smooth transition to ECT registration in Tasmania?
- iii. What mechanisms or support systems could facilitate the successful implementation of ECT registration in Tasmania?
- iv. What else should be considered when implementing ECT registration in Tasmania?

Objective 3 - The legislative framework reflects modern regulatory practices and is fit for purpose

It is important to keep regulatory frameworks up to date. Frameworks must:

- remain relevant
- be responsive to evolving needs
- foster accountability
- protect the public interest, and
- support continuous improvement.

As noted in above, the Commission of Inquiry recommended streamlining the Act to simplify enforcement. To better understand how the Act could be improved, similar legislation in other jurisdictions has been compared, with identified issues outlined below.

What are the current issues?

Absence of an Objects Section

When laws are made, they often include a section at the start called an ‘objects or purpose section. This section outlines the purpose of the legislation and can be used to resolve uncertainty and ambiguity in the interpretation of the legislation. The current Act does not include such a section. The Review offers an opportunity to consider whether including an “Objects Clause” in the Act would improve its interpretation (see [Attachment 5](#) for the objects, powers and functions for other Australian TRAs).

For instance, the South Australian *Teachers Registration and Standards Act 2004* provides the following example:

‘The object of this Act is to establish and maintain a teacher registration system and professional standards for teachers to safeguard the public interest in there being a teaching profession whose members are competent educators and fit and proper persons to have the care of children.’

Question 12:

Objects sections can be used to resolve uncertainty and ambiguity in legislation.

- i. What objects could be included in the Act?

Principles

Like an objects section, legislation often includes principles. Principles help to set an expectation as to how functions or powers under legislation will be exercised. For example, principles are included in the *Disability Rights, Inclusion and Safeguarding Act 2024*, the *Children, Young Persons and their Families Act 1997*, and the *Education Act 2016*.

The Teachers Registration Act currently includes a section that requires the Board to consider the welfare and best interests of students to be of paramount importance, though this is not listed as a principle, it operates as such. The Act also uses principles from the *Education Act 2016* ([Attachment 6](#)). While these principles are relevant, it is opportune to consider principles specifically for the Teachers Registration Act.

Some pieces of legislation draw their principles from the United Nations Convention on the Rights of the Child (UNCRC). Relevant rights from the UNCRC could be:

- The best interest of the child should always be considered
- Children have the right to say what they think should happen when adults are making decisions that affect them
- Children have the right to get and to share information
- Children have the right to an education
- Governments should protect children from sexual abuse

Question 13:

Principles can be used to set expectations as to how functions and powers under legislation will be exercised.

- i. What principles should be included in the Teachers Registration Act?

Function Definitions for the Board

The Act requires the Board to undertake various duties. Similar legislation in other states and territories differ in the following functions:

Promotion of the Teaching Profession

- While the Act includes this as one of the Board's functions, some jurisdictions, such as Victoria, exclude advocacy and representation. Victoria views the promotion of the teaching profession as outside the scope of a regulator.

Question 14:

Should the function 'promotion of the teaching profession' be removed from the Tasmanian Act? Why? What should be considered?

Development of Teaching Standards

- The Act lists 'to develop and improve teaching standards' as a Board function but lacks further details. It does not mention the APSTs.
- In New South Wales (NSW), the regulator's corresponding function is:
'To ensure professional teaching standards are applied fairly and consistently.'
- The NSW legislation also provides for the Minister to approve professional teaching standards. A similar provision applies in Western Australia where the Minister may approve professional standards developed by the Board.

Question 15:

Should Tasmania's Act include more specificity in relation to professional teaching standards? What else should be considered?

Approval of Education Courses

- The TRB accredits Initial Teacher Education (ITE) programs physically delivered in Tasmania.

- The function in the Act ‘to approve education courses the successful completion of which satisfies a criterion for registration’ lacks clarity. Beginning teachers often feel underprepared for classroom demands. A clearer role for the Board in approving education courses for teacher registration could better equip new educators for their roles.
- In NSW, the Regulator’s corresponding function is:
‘to monitor, evaluate and report on the quality of initial and continuing teacher education courses and programs approved under the professional teaching standards.’

Question 16:

Is the current role of the TRB in approving education courses under the Act fit for purpose? Are there any areas for improvement?

Conflicts in Board Powers

The Board is assisted by staff employed under the *State Service Act 2000*. One of the Board's powers is to direct and control individuals appointed to assist it. This conflicts with the accountability arrangements under the State Service Act. This power should be removed.

Teacher Workload

Priority Area 3 of the National Teacher Workforce Plan seeks to reduce unnecessary workloads. The aim of this is to improve workforce retention and teaching quality. Research shows that lighter workloads allow teachers to focus on core tasks and enhance teaching quality. In 2023, 70% of teachers cited heavy workloads as a reason for considering leaving the profession.

Streamlining the Act could support workforce retention and teaching quality.

The Review presents an opportunity to address this issue. As noted above, the TRB instituted a revised process for the transition from provisional to full registration in March 2024.

Question 17:

- What measures could simplify the Act without compromising the quality and rigour required for teachers to achieve full registration?
- How can the teacher registration process be further simplified? What needs to be considered?

Need for Updates to Reflect Electronic Documentation

The certificate of registration and notice of LAT are based on paper rather than electronic versions. The Act needs to be updated to reflect the shift to electronic documentation. An overhaul in this area could streamline processes and improve efficiency.

Clarity and Accountability

The Act provides for the cancellation of a teacher’s registration without inquiry. However, it does not prevent a teacher whose registration has been cancelled from immediately reapplying. This is because no time limit is specified for applying again or mechanism for the

Board to set such a timeframe. This does not reflect modern regulatory practice and potentially undermines child safety.

Difficulties in Prioritising Complaints

Complaints under the Act do not differentiate between serious and minor complaints. This creates resource constraints for the Board when it triages complaints. Other jurisdictions, such as Victoria, prioritise complaints to improve efficiency and resource allocation.

Teacher Registration – Timing

The Act requires all registration renewals, including LATs, to be submitted by December for the following year. This creates a heavy workload for Board officers during the renewal period. This also means a teacher who begins their registration towards the end of the year must pay the full fee twice in a few months. Better practice would provide for more flexibility in the timing of renewals and fee payments.

Extra Question

Question 18:

Are there any other things the Review should consider?

Summary of Discussion Paper Questions

Objective 1 - Children are safe while they learn

Question 1:

The Tasmanian Government has committed to introducing legislation that allows the Board to compel relevant entities to share information relevant to child sexual abuse and notify the Board when they become aware of allegations. It also committed to allow the appointment of joint investigators when investigating matters involving child sexual abuse.

- i. What should the Steering Committee consider when making recommendations for the implementation of these commitments?
- ii. Are there any opportunities to further improve child safety through the teacher registration process?

Question 2:

The Commission of Inquiry (rec 6.11) recommended that the Act be amended to require details of the prospective or current place of employment for a teacher be included on the Register of Teachers. The Commission also recommended that employers be required to update the Board through an electronic system whenever a teacher's place of employment changes.

- i. When implementing this recommendation what needs to be considered? (for example: timing, penalties, relation to other requirements)
- ii. Should any other information be captured in this system?
- iii. How can we ensure these requirements are not onerous on teachers, employers or the Board?

Question 3:

The Commission of Inquiry (rec 6.13) recommended amending the Act to allow the Board to suspend a person's registration or a Limited Authority to Teach (LAT) where that person has been charged with a serious offence.

- i. When implementing this recommendation what needs to be considered? (for example, categories of 'serious offence')

Question 4:

The Tasmanian Government has agreed to implement AMR for teachers. It has also agreed to continue advocating at a national level for an AMR scheme that accounts for risks to child safety and includes measures to address these risks.

- i. What matters should be considered when implementing the AMR Scheme for teacher registration in Tasmania?

Objective 2 - Teachers, including those in ECEC, maintain high quality and meet professional standards

Question 5:

National standards require teachers to progress from Graduate to Proficient and attain full registration within five years of receiving provisional registration. The Act currently does not mandate this requirement.

- i. Should the Act be amended to require teachers to obtain full registration within five years?
- ii. If the Act is amended to include a specific time limit, what factors should be considered? Should there be provisions for exceptional circumstances that allow for an extended timeframe?
- iii. What pathways would you recommend to efficiently support provisional teachers, mentors, and regulatory bodies in this transition process?

Question 6:

Best practice legislation in Australia requires teachers to complete 100 hours professional learning over five years for registration renewal. This often applies to most categories of registration.

- i. If the Act is amended to mandate the requirement for professional learning, including child safety training as recommended by the Commission of Inquiry, what matters should be considered?
- ii. What kinds of professional learning should qualify for registration purposes?
- iii. How can professional learning be recorded efficiently to minimise administrative workload for teachers, employers, and the TRB?
- iv. What role should the TRB play in accrediting and auditing professional development activities? What matters need to be considered?

Question 7:

Other Australian Acts provide flexibility to establish registration categories and certifications as required.

- i. Are there issues within the existing teacher registration categories, registers, and certifications that need to be addressed?
- ii. Should the Act be amended to provide more flexibility in this area?

Question 8:

In most jurisdictions teacher registration is mandatory for ECTs in ECEC settings where it is required by law, however, some jurisdictions have introduced voluntary registration for ECTs working in ECEC services where an ECT is not required by law to register.

- i. What should be considered when implementing mandatory ECT registration?
- ii. Alongside mandatory registration for ECTs in ECEC settings where it is required by law, should Tasmania also offer voluntary ECT registration for ECEC services where an ECT is not legally mandated? For example, in Outside School Hours Care (OSHC) or services regulated under the Child Care Act rather than the NQF. What should be considered?

Question 9:

Despite differences across Australia, all jurisdictions accept completed ACECQA-approved qualifications as the minimum requirement for registration as a teacher in ECEC settings. Most jurisdictions also require ECTs to meet the same criteria as schoolteachers for transitioning from provisional to full registration and for registration renewal.

- i. What qualification requirements should be adopted for registering ECTs in the Tasmanian ECEC context?
- ii. Should ECTs meet the same criteria as school teachers for transitioning from provisional to full registration and for registration renewal, including mandatory professional development and compliance with the APSTs? What needs to be considered?

Question 10:

- i. Should Tasmania align with the majority of Australian jurisdictions by integrating ECTs into the existing teacher register (rather than creating a new register)? What factors should be considered?
- ii. If adopting a “one-register” model, should ECTs be classified in the same category as school teachers, or should a distinct category be created for ECTs working in ECEC? Why?
- iii. If a distinct category is created, should conditions be applied to restrict ECTs with ACECQA-approved qualifications to working only in ECEC settings? What needs to be considered and why?
- iv. Are additional considerations needed for teachers with early childhood degrees approved by both AITSL and ACECQA to ensure equity and clarity in registration?

Question 11:

- i. How will the mandatory registration of ECTs affect ECEC services in Tasmania?
- ii. What strategies might be required to facilitate a smooth transition to ECT registration in Tasmania?
- iii. What mechanisms or support systems could facilitate the successful implementation of ECT registration in Tasmania?
- iv. What else should be considered when implementing ECT registration in Tasmania?

Objective 3 - The legislative framework reflects modern regulatory practices and is fit for purpose

Question 12:

Objects sections can be used to resolve uncertainty and ambiguity in legislation.

- i. What objects could be included in the Act?

Question 13:

Principles can be used to set expectations as to how functions and powers under legislation will be exercised.

- i. What principles should be included in the Teachers Registration Act?

Question 14:

Should the function 'promotion of the teaching profession' be removed from the Tasmanian Act? Why? What should be considered?

Question 15:

Should Tasmania's Act include more specificity in relation to professional teaching standards? What else should be considered?

Question 16:

Is the current role of the TRB in approving education courses under the Act fit for purpose? Are there any areas for improvement?

Question 17:

- i. What measures could simplify the Act without compromising the quality and rigour required for teachers to achieve full registration?
- ii. How can the teacher registration process be further simplified? What needs to be considered?

Extra Questions

Question 18:

Are there any other things the Review should consider?

1 Glossary

ACECQA	The Australian Children's Education and Care Quality Authority is an independent national authority that assists state and territory governments in implementing the National Quality Framework for early childhood education and care. ACECQA is mandated to approve the appropriate qualifications under the NQF legislation.
AITSL	The Australian Institute for Teaching and School Leadership is responsible for developing national standards and policies for the teaching profession in Australia, including the Australian Professional Standards for Teachers (APST).
ECEC	The Tasmanian Early Childhood Education and Care (ECEC) sector includes various settings, such as long day care, family day care, in-home care, mobile services, occasional care, and outside school hours care. In Tasmania, these services operate under either the National Quality Framework (NQF) or the <i>Child Care Act 2001</i> .
ECT	An Early Childhood Teacher is a degree-qualified professional who specialises in teaching young children from birth to five years old in early childhood education and care settings. ECTs are responsible for designing and delivering educational programs that support young children's development and learning across various domains, including cognitive, social, emotional, and physical skills.
HALT	Highly Accomplished and Lead Teacher certification recognises experienced teachers who demonstrate advanced skills and knowledge. HALT status is awarded to teachers who meet rigorous standards set by the Australian Institute for Teaching and School Leadership (AITSL), reflecting their significant contribution to their schools and the wider educational community.
ITE	Initial Teacher Education refers to the programs and courses that individuals undertake to become qualified school teachers.
LAT	Limited Authority to Teach is a status granted to individuals who do not hold formal teaching qualifications but have specific skills or expertise needed in particular teaching situations. LAT permits these individuals to teach within certain constraints, typically in specialised subjects or areas affected by severe workforce shortages.
NQF	The National Quality Framework sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. It includes the National Quality Standard, regulations, and learning frameworks to ensure consistent, high-quality care and education for children.
TRA	Teacher Regulatory Authority is a term used to refer to regulatory bodies operating within specific jurisdictions responsible for overseeing teacher registration and certification. They ensure that teachers meet professional standards and requirements.
TRB	The Teachers Registration Board (the Board) is a regulatory body responsible for overseeing the registration and licensing of teachers in Tasmania.

2 Attachments

Attachment 1 – Commission of Inquiry recommendations on teacher registration

Table 1: Commission of Inquiry recommendations on teacher registration

Recommendation 6.10

The Tasmanian Government should introduce legislation to:

- a) allow the Teachers Registration Board to compel relevant entities—including the Department for Education, Children and Young People, other employers of teachers, the Registrar of the Registration to Work with Vulnerable People Scheme, police, and Child Safety Services—to give the Board information or documentation that is relevant to child sexual abuse matters involving a registered teacher or a holder of a Limited Authority to Teach.
- b) compel these relevant entities to notify the Teachers Registration Board when they become aware of allegations or suspicions of child sexual abuse by a teacher. Such entities should also be required to notify the Board if they begin any formal investigation that involves allegations or suspicions of child sexual abuse by a teacher or a holder of a Limited Authority to Teach, and the outcome of any investigation
- c) allow entities, when investigating matters involving child sexual abuse by a registered teacher or holder of a Limited Authority to Teach, to jointly appoint investigators to investigate the matter, considering the different criteria required for investigations by the Department and the Board.

Recommendation 6.11

The Tasmanian Government should:

- a) introduce legislation to amend the Teachers Registration Act 2000 (or regulations) to require details of the prospective or current place of employment of a teacher (or a holder of Limited Authority to Teach) to be included on the Register of Teachers
- b) develop an electronic means of updating the Register of Teachers with details of the place of employment of a teacher (or a holder of Limited Authority to Teach)
- c) require employers to make updates to a teacher's place of employment—including when a teacher (or a holder of Limited Authority to Teach) begins working at the school or is no longer working at the school
- d) fund the Teachers Registration Board to develop an upgraded, fit-for-purpose Customer Records Management System to enable the Board to maintain a Register of Teachers which can support information exchange in real time with other bodies working with children, and other jurisdictions.

Recommendation 6.12

The Tasmanian Government should introduce legislation to amend the *Teachers Registration Act 2000* to allow administrative infringement notices to be issued for noncompliance with the provisions of the Act that currently carry penalties in the form of fines.

Recommendation 6.13

The Tasmanian Government should introduce legislation to amend section 24B of the *Teachers Registration Act 2000* to:

- a) allow for the immediate rather than emergency suspension of registration or a Limited Authority to Teach when the Teachers Registration Board considers there is an unacceptable risk of harm to children
- b) allow the Board to suspend a person's registration or a Limited Authority to Teach where that person has been charged with a serious offence.

Recommendation 6.14

The Tasmanian Government, Department for Education, Children and Young People and the Teachers Registration Board should continue to advocate at the national level for an automatic mutual recognition scheme that takes into account risks to child safety and imposes measures to address these risks.

Recommendation 6.15

- a) The Tasmanian Government should introduce legislation to amend the *Teachers Registration Act 2000* to allow the Teachers Registration Board to set requirements for minimum training and ongoing professional development.
- b) The Teachers Registration Board should make child safeguarding training (Recommendation 6.5) a mandatory requirement for the granting of teacher registration and as part of ongoing registration requirements.

Recommendation 6.16

The Tasmanian Government should ensure the Teachers Registration Board is funded to perform its core function of regulating the professional conduct of teachers.

Attachment 2 - Elements of the National Framework for Teacher Registration in Tasmania

Table 2: Elements of the National Framework for Teacher Registration in Tasmania

Element of registration	Compliance with the national framework	Section in the Act	TRB Policy	TRB guidelines & procedures
<p>1 – Qualifications: There is a minimum qualification, including a teacher education qualification, for registration.</p>	<p>The Act does not fully comply with Element 1 of the National Teacher Registration Framework. The Board accepts higher education qualifications from Australian institutions, including ITE programs, but does not recognise teacher education qualifications approved by the Australian Children’s Education and Care Quality Authority (ACECQA).</p>	<ul style="list-style-type: none"> • S.3 - Interpretation (Definition of practicing teacher, registered teacher, and registration) • S.6A(g) - Function of Board • S.13 - Determination of application for registration 	<ul style="list-style-type: none"> • Specialist Vocational Education and Training registration policy (under Review) 	<ul style="list-style-type: none"> • Qualification evidence requirements • Accreditation of ITE programs (in accordance with AITSL <i>Accreditation of ITE programs in Australia: Standards and Procedures</i>)
<p>2 - English language proficiency Registration requires achievement of a level of professional proficiency in English suitable for a teacher working in Australian education settings.</p>	<p>The Act partially complies with Element 2 of the National Teacher Registration Framework. The TRB only accepts the International English Language Testing System (IELTS) Academic assessment for English language requirements but does not recognise the International Second Language Proficiency Ratings (ISLPR) assessment or any other nationally agreed English Language Test (ELT).</p>	<ul style="list-style-type: none"> • S.6A(a) - Function of Board • S.13 - Determination of application for registration 	<ul style="list-style-type: none"> • English language proficiency policy* <p>* The recent update to the policy removed the ISPPP following independent research that found the test unsatisfactory.</p>	
<p>3 - Suitability Registration requires applicants to be suitable to work with children and young people and be a teacher, based on an assessment of their character, conduct and criminal history. Registered teachers must continue to meet suitability</p>	<p>The Act complies with Element 3 of the National Teacher Registration Framework. It mandates assessments of good character and fitness to be a teacher. Ongoing monitoring provisions also allow the Board to obtain reports from the Commissioner of Police, who investigates and reports on relevant matters for application, renewal,</p>	<ul style="list-style-type: none"> • Part 3 Division 4 • Section 7A - Board to consider best interest of students Section 12 – Application for registration • Section 13 - Determination of application for registration • Section 13A - Actions during assessment of application and 	<ul style="list-style-type: none"> • Determining good character and fitness to teach policy • Consideration of criminal history policy 	<ul style="list-style-type: none"> • RWVP guidelines • Student good character determination

Element of registration	Compliance with the national framework	Section in the Act	TRB Policy	TRB guidelines & procedures
requirements to maintain their registration.	inquiry, or other administrative purposes under the Act.	<p>following determination of application</p> <ul style="list-style-type: none"> • Section 14 - Grant of full registration following period of provisional registration • Section 17A - Renewal of full registration and specialist vocational education and training registration • Section 17C - Application for limited authority • Section 17D - Determination of application • Section 17H - Extension of limited authority • Section 17J - Determining whether person of good character • Section 17K - Determining whether person fit to be teacher • Section 17L - Police report • Section 28 - Notification of decision • Section 29 - Applications for review 	<ul style="list-style-type: none"> • Consideration of medical history policy • Automatic suspension of registration for expired RWVP policy 	
<p>4 - Mutual recognition</p> <p>A person holding a specified registration, in the profession of teaching or for an activity covered by that occupation, is entitled to hold registration in a second jurisdiction for an equivalent activity, subject to the requirements of mutual recognition legislation.</p>	<p>Tasmania complies with element 4 of the National Framework and registers teachers under MR where a like-for-like category of registration exists. This does not currently include ECTs.</p> <p>Tasmania is currently exempt from the Automatic Mutual Recognition Scheme until 30 June 2027.</p>	<ul style="list-style-type: none"> • S. 6A(a) & (k) - Functions of Board • S.13 - Determination of application for registration <p>Related Legislation</p> <ul style="list-style-type: none"> • <i>Mutual Recognition Act 1992 (Cth)</i> • <i>Trans-Tasman Mutual Recognition Act 1997 (Cth)</i> 	<ul style="list-style-type: none"> • Mutual recognition policy 	

Element of registration	Compliance with the national framework	Section in the Act	TRB Policy	TRB guidelines & procedures
<p>5 - Alternative authorisation to teach</p> <p>There is provision, in clearly defined circumstances and under specified conditions, for persons who are not eligible for provisional or full teacher registration to be entitled to teach.</p>	<p>The Act aligns with Element 5 of the National Teacher Registration Framework, as it includes Limited Authority to Teach (LAT) provisions. These provisions allow the Board to enable individuals who are not registered to teach in schools to do so, under strict limitations and for a specified period. A Permission to Teach (PTT) provides for a person to teach under direct supervision of a registered teacher.</p>	<ul style="list-style-type: none"> • S.6A(b) - Function of the Board • S.11(1) - Offences relating to LAT • S.17C-I - Division 3 Limited Authorities to Teach • S19 - Complaints • S25 – Registers • S27 – Employing unregistered teachers 	<ul style="list-style-type: none"> • Limited Authority to Teach Policy • Permission to Teach Policy (not public) 	<p>LAT Guidelines PTT Guidelines</p>
<p>6 - Initial and full registration –</p> <p>A teacher has an initial period of registration before meeting the requirements for full registration. The initial period allows them to be employed as a teacher and undertake workplace learning and development that equips them to meet requirements for becoming fully registered. Full registration under the Framework is achieved by demonstrating performance at the proficient teacher career stage of the Australian Professional Standards for Teachers (the Teacher Standards), with a maximum period of five years to meet the requirements, and extensions granted only on a case-by-case basis.</p>	<p>The Act partly complies with Element 6, as it requires a minimum period of teaching before a teacher is eligible to apply for Full Registration (s14.4(a)).</p> <p>However, the Act does not fully align with Element 6 of the National Registration Framework, as it does not specify a time limit for achieving full registration. Unlike other Australian jurisdictions, the Tasmanian Act lacks a provision requiring teachers to transition from provisional to full registration within a set timeframe. This allows teachers to reapply for provisional registration indefinitely. In contrast, the National Framework permits extensions of provisional registration only on a case-by-case basis, rather than as a general option for the entire workforce</p>	<ul style="list-style-type: none"> • S.6A(a) & (h) - Functions of the Board • S.13 (2) - Full registration • S.13 (3) - Provisional registration • S.13 (3A) - Specialist VET registration • S.14 - Transition from provisional to full registration 	<ul style="list-style-type: none"> • Applying for teacher registration policy • Determining category of teacher registration policy • Progressing to full registration policy 	<p>Registration Guidelines</p>
<p>7 - Renewal of Registration</p>	<p>The Act does not fully comply with Element 7 of the National Teacher Registration</p>	<ul style="list-style-type: none"> • S.6A(a) - Function of the Board • S.16 - Period of registration 	<ul style="list-style-type: none"> • Registration renewal policy 	<p>Registration renewal guidelines</p>

Element of registration	Compliance with the national framework	Section in the Act	TRB Policy	TRB guidelines & procedures
<p>Fully registered teachers are required to renew their registration by demonstrating ongoing proficiency against the Teacher Standards, recency of practice, continued professional learning, ongoing suitability to teach and any other requirements set by teacher regulatory authorities.</p>	<p>Framework. Unlike other Australian jurisdictions, Tasmania's renewal requirements are established in policy rather than in the Act, specifying that 120 days of professional practice or evidence of professional learning (with no minimum hours specified) is sufficient to demonstrate ongoing competence, without mandating compulsory professional learning.</p> <p>Current TRB requirements are inconsistent with the National Framework, which stipulates a minimum of 100 days of practice and 100 hours of professional learning over a teaching cycle. In Tasmania, evidence of professional development is only required if the practice requirements are not met.</p>	<ul style="list-style-type: none"> • S.17A - Renewal of registration • S.17J - Good character • S.17K - Fit to be teacher • S.17L - Police report • S.28 - Notification of decision • S.29 - Application for review 	<ul style="list-style-type: none"> • Managing the annual registration process 	
<p>8 - Sanctions or withdrawal of registration Teacher Registration Authorities (TRAs) can impose sanctions or withdraw a teacher's registration if they do not meet required standards of personal and professional behaviour or performance.</p>	<p>The Act aligns with Element 8 of the National Teacher Registration Framework, granting the Board authority to impose sanctions or withdraw a teacher's registration if they fail to meet the required standards of personal and professional behaviour or performance. Sanctions are proportionate to the level of risk posed, and the Board may suspend registration under section 24B if a teacher is charged with a prescribed offence. Additionally, under section 18A, the Board can act if the individual is found guilty of such an offence.</p> <p>The Act's alignment with Element 8 was strengthened with the amendment of section 24B, replacing "emergency" with "immediate," in line with Recommendation 6.13(a) of the</p>	<ul style="list-style-type: none"> • S.6A(d), (e), (f), (k) &(l) - Functions of the Board • S.13 Determination of applications • S.17B, D, I & BA - Registration • S.18 – Notifying Board if person found guilty of or charged with prescribed offence • S.18A - Disciplinary action if guilty of a prescribed offence • S.24 – Decisions • S.24B - Immediate suspension • S.27A – Notification of charge or finding of guilt, &c. • S.29 - Magistrates court appeal 	<ul style="list-style-type: none"> • Automatic suspension, cancellation and expiry of WWVP policies • Consideration of criminal history policy • Complaints against teachers and LAT holders' policy 	

Element of registration	Compliance with the national framework	Section in the Act	TRB Policy	TRB guidelines & procedures
	Commission of Inquiry. However, part (b) of the recommendation, which would enable the Board to suspend a teacher's registration upon being charged with a serious offence, has not yet been implemented.			

Attachment 3 – Cross-Jurisdictional Analysis of Teacher Registration*

Table 3: Cross-jurisdictional analysis of Teacher Registration

Jurisdiction	Registration cycle	Qualification requirements	Full registration	Registration categories	PL requirements for renewal	PL accreditation
Australian Capital Territory (ACT) Legislation: <i>Teacher Quality Institute Act 2010</i> Teacher Registration Authority: ACT Teacher Quality Institute (TQI)	1 Year	ITE programs approved by AITSL (4 years minimum or equivalent) for the school sector and any ECT qualification approved by ACECQA (3 years minimum) for voluntary registration in the ECEC sector (ECT Registration - ACT Teacher Quality Institute).	Compulsory within a set timeframe ✓	Full registration Provisional registration Early Childhood Teacher Registration Other approval: Employers given permission to teach The TRA has the power to make provisions in relation to the assessment and certification of teachers under section 98 (2)(c). TQI manages the Eligibility for HALT certification (ACT TQI)	100 hours of APST related professional learning, AND 100 days of professional practice per registration cycle.	For the purpose of professional registration the ACT TQI accredits professional learning programs and approves Recognised Providers delivering PD Programs .
New South Wales (NSW) Legislation: <i>Teacher Accreditation Act 2004</i> Teacher Registration Authority: NSW Education Standards Authority (NESA)	5 years	ITE programs approved by AITSL (4 years minimum or equivalent) and any ECT qualification approved by ACECQA (3 years minimum).	Compulsory within a set timeframe ✓	Full accreditation (including ECTs in ECEC) Provisional accreditation (including Early childhood teachers in ECEC) Voluntary Accreditation Non-practicing accreditation Other approvals including Highly Accomplished and Lead Teacher (HALT) Certification	100 hours of APST related professional learning per accreditation cycle.	NESA accredits professional development (PD) courses in alignment with the Accreditation of PD Courses Policy and the APSTs.

Jurisdiction	Registration cycle	Qualification requirements	Full registration	Registration categories	PL requirements for renewal	PL accreditation
Northern Territory (NT) Legislation: <i>Teacher Registration (Northern Territory) Act 2004</i> Teacher Registration Authority: Teacher Registration Board of the Northern Territory (TRB)	5 years	ITE programs approved by AITSL (4 years minimum or equivalent) – Currently under Review to enable the registration of ECTs in ECEC (ECT Registration in the NT Have Your Say Northern Territory)	Compulsory within a set timeframe ✓	Full registration Provisional registration Other approval: Employers given an authority to teach HALT (Highly Accomplished and Lead Teacher) is not referenced in the Act as a registration category. However, the TRB (Teacher Registration Board) offers HALT Certification through its Policy - HALT Certification	100 hours of APST related professional learning, AND 180 Days of teaching practice per registration cycle.	The board accredits PD courses and provides guidance in relation to what relevant PD can look like in the Professional Development Framework .
Queensland (QLD) Legislation: <i>Education (Queensland College of Teachers) Act 2005</i> Teacher Registration Authority: Queensland College of Teachers (QCT)	5 years	ITE programs approved by AITSL (4 years minimum or equivalent) – Currently under Review to enable the registration of ECTs in ECEC under the National ECEC workforce Strategy (Workforce Dashboard (acecqa.gov.au))	Compulsory within a set timeframe ✓	Full registration Provisional registration Other approvals including permission to teach Teachers can apply for highly accomplished or lead teacher (HALT) certification under section 67A of the Act.	100 hours of APST related professional learning, AND 100 days of professional practice per registration cycle.	The QCT provides access to a range of resources (including workshops and web conferences) to support teachers wishing to undertake professional development. It also accepts PL offered by employers, statutory authorities, and government organisations.

Jurisdiction	Registration cycle	Qualification requirements	Full registration	Registration categories	PL requirements for renewal	PL accreditation
<p>South Australia (SA)</p> <p>Legislation: <i>Teachers Registration and Standards Act 2004</i></p> <p>Teacher Registration Authority: Teachers Registration Board of South Australia (TRB)</p>	3 years, recently updated to 5	<p>ITE programs approved by AITSL (4 years minimum or equivalent).*</p> <p>* The SA government committed to amending the <i>Teachers Registration and Standards Regulations 2021</i>, allowing teachers with a 3-year Birth to 5 ACECQA-approved qualification to register immediately with conditions, following advice from the Royal Commission into ECEC Report.</p> <p>ECTs Teachers Registration Board of South Australia (trb.sa.edu.au)</p>	Compulsory within a set timeframe ✓	<p>Full registration (including ECT in ECEC)</p> <p>Provisional registration</p> <p>Other approvals including highly accomplished or lead teacher (HALT) certification under section 28(2).</p>	100 hours of APST related professional learning, AND 100 days of professional practice per registration cycle.	The Teachers Registration Board does not endorse or accredit any PL program.
<p>Tasmania (TAS)</p> <p>Legislation: <i>Teachers Registration Act 2000</i></p> <p>Teacher Registration Authority: Teachers Registration</p>	5 years	<p>ITE programs approved by AITSL (4 years minimum or equivalent) – Currently under Review to enable the registration of ECTs in ECEC under the National ECEC workforce Strategy (Workforce Dashboard (acecqa.gov.au))</p>	<p>Transition to Full Registration is not compulsory</p> <p>✗ Teachers can reapply for provisional registration for their whole careers without the explicit obligation to</p>	<p>Full registration</p> <p>Provisional registration</p> <p>Specialist Vocational Education and Training Registration (SpVET).</p> <p>Limited Authority to Teach (LAT)</p>	<p>120 days of professional practice, NO compulsory professional learning.</p> <p>Evidence of professional development is only required under TRB policies if the</p>	The Board does not endorse or accredit any PL program.

Jurisdiction	Registration cycle	Qualification requirements	Full registration	Registration categories	PL requirements for renewal	PL accreditation
Board Tasmania (TRB)			transition to full registration.		applicants do not meet the professional practice requirements.	
Victoria (VIC) Legislation: <i>Education and Training Reform Act 2006</i> Teacher Registration Authority: Victorian Institute of Teaching (VIT)	1 year	ITE programs approved by AITSL (4 years minimum or equivalent) for the school sector and any ECT qualification approved by ACECQA (3 years minimum) for the ECEC sector	Compulsory within a set timeframe ✓	Full registration (includes ECTs in ECEC) Provisional registration Non-practising registration Other approval: permission to teach In Victoria, the government school system does not currently offer HALT certification but has established the Victorian Academy of Teaching and Learning, which provides the Teaching Excellence Program (TEP) for highly skilled teachers. The current certifying authorities for HALT certifications in Victoria are Independent Schools Victoria (ISV) and Melbourne Archdiocese Catholic Schools (MACS) for catholic and independent schools.	20 hours of APST related professional learning, AND 20 days of professional practice per registration cycle.	VIT accepts a variety of forms of PL, outlined in the Professional Learning Framework . VIT also accredits and provides access to resources, professional reading, webinars, and online learning.
Western Australia (WA)	WA 5 years	ITE programs approved by AITSL (4 years minimum or equivalent)	Compulsory within a set timeframe ✓	Full registration	Fully registered teachers:	The Teachers Registration Board does

Jurisdiction	Registration cycle	Qualification requirements	Full registration	Registration categories	PL requirements for renewal	PL accreditation
<p>Legislation: <i>Teachers Registration Act 2012</i></p> <p>Teacher Registration Authority: Teacher Registration Board of Western Australia (TRBWA)</p>		for the school sector and any ECT qualification approved by ACECQA (3 years minimum) for the ECEC sector		<p>Provisional registration (Graduate and Returning Teacher)</p> <p>Non-practising registration Limited Registration or LAT. The Act includes a reference to other approvals, authorisations and certifications, however HALT certifications are not specifically mentioned. The Department of Education, WA in process of aligning HALT to existing long standing exemplary teacher status – Level 3 Classroom Teacher. The current certifying authority for HALT certifications in WA is the Association of Independent Schools of Western Australia (AIS WA)</p>	<p>100 hours of APST related professional learning, AND 100 days of professional practice per registration cycle.</p> <p>Limited or provisionally registered teachers: 60 hours of APST related professional learning, AND 60 days of professional practice per registration cycle.</p>	not endorse or accredit any PL program.

*Teacher Registration is referred to as Teacher Accreditation in NSW

Attachment 4 - ECT registration in Australia

Table 4: ECT registration in Australia

Jurisdiction	Registration type	Minimum qualification	APST/ PL requirements	Model	Notes
NSW	Mandatory for all ECTs in NQF settings.	ACECQA-approved ECT level qualifications.	✓ 100 hours PL per registration cycle	Single Register	ECTs are included in the existing register and fully recognised as teachers, they can apply for provisional registration and provide evidence against the APSTs to transition to full registration.
SA	Mandatory for all ECTs in NQF settings and a small number of settings approved by South Australia.	AITSL Accredited 4 years ITE Qualifications, and 3-year, Birth – 5 early childhood qualification approved by ACECQA.	✓ 100 hours of PL AND 100 hours of professional practice per cycle	Single Register	Separate division for 0-5 ECT to other registered teachers. ECTs in ECEC are recognised as teachers and can apply for registration if they meet qualification requirements.
VIC	Mandatory for all ECTs in NQF settings.	ACECQA-approved ECT level Qualification for the ECT Register.	✓ 20 hours of PL AND 20 hours of professional practice per cycle	Dual- Register	ECTs can apply for provisional registration and provide evidence against the APSTs to transition to full registration. The dual register model presents challenges for teachers with dual qualifications, mandating them to register twice.
WA	Mandatory for all ECTs in NQF settings.	ACECQA-approved ECT level qualifications are accepted for Limited Registration. AITSL Accredited 4 years ITE Qualifications are required for provisional and full registration.	✓ 60 hours of PL AND 60 hours of professional practice per cycle	Single register	ECTs in ECEC are mandated to register under the Limited Authority to Teach category. Three-year trained teachers are restricted to working in NQF services.
ACT	Voluntary registration of ECTs in NQF settings.	ACECQA-approved ECT level qualifications are accepted for the category “Early Childhood (birth-to-five) Registration.”	✓ 100 hours of PL AND 100 hours of professional practice per cycle	Single register	AITSL Accredited 4 years ITE Qualifications are required for provisional and full registration

ECT Registration is not available but under review in QLD, NT and TAS, in line with the National ECEC Workforce Strategy

Attachment 5 – Objects, powers, and functions in Australian Teacher Registration Legislation

Table 5: Objects, powers, and functions in Australian Teacher Registration Legislation

Jurisdiction	Object of the Act	Powers of TRA	Functions of TRA
Australian Capital Territory - ACT <i>Teacher Quality Institute Act 2010</i>	<p>S.6 - Purpose</p> <p>The purpose of this Act is to—</p> <p>(a) uphold the standards of the teaching profession; and</p> <p>(b) protect students and the community by ensuring education in schools is provided in a professional and competent way by approved teachers; and</p> <p>(c) enhance the status of the teaching profession by recognising the professional learning and development of teachers throughout their careers; and</p> <p>(d) maintain community confidence in the teaching profession.</p> <p>The Tasmanian TRA does not have an objects or purpose clause.</p>	<p>S11(2) footnote</p> <p>Similar to the Tasmanian Teachers Registration Board (TRB) the Institute has the powers that are necessary and convenient to perform its functions.</p> <p>It does not have the additional powers in the Tasmanian Teachers Registration Act (TRA Tas) relating to producing and selling materials and directing staff.</p>	<p>S.11 – Functions of Institute</p> <p>There are some similarities in functions between Tas and ACT TRA legislation.</p> <p>The ACT has a greater focus on:</p> <ul style="list-style-type: none"> • The promotion of continuous professional learning and skills development and the setting of standards for this development; and • Determining assessment and certification standards for teachers within a national framework <p>Unlike Tasmania, the ACT functions do not include a role in promoting the teaching profession.</p>
New South Wales - <i>Education and Standards Authority act 2013 (ESA) and Teacher Accreditation Act 2004 (TAA)</i>	<p>S.11 ESA</p> <p>The principal objectives of the Authority are as follows—</p> <p>(a) to provide strategic leadership in improving standards of school education,</p> <p>(b) to promote an evidence-based approach in improving standards of school education,</p> <p>(c) to ensure that each of the following matters under the education and teaching legislation is developed, applied and monitored in a way that improves student</p>	<p>S.4 and 37 – Authority’s other powers</p> <p>NESA is a body corporate and has the powers of the Crown, as such it has the powers needed to perform its functions.</p> <p>It does not explicitly have the extra powers of the TRA Tas identified above.</p>	<p>S.6. – Functions of Authority</p> <p>Tasmania and NSW share several common functions in relation to the approval of teacher education standards and performance of other functions imposed by its Act or any other Act.</p> <p>NSW has an additional role in ensuring the professional teaching standards are applied fairly and consistently and in monitoring, evaluating and reporting on the quality of ITE.</p> <p>NESA has a wider role than its Tasmanian counterpart in the professional development of</p>

Jurisdiction	Object of the Act	Powers of TRA	Functions of TRA
	<p>learning while maintaining flexibility across the entire school education and teaching sector—</p> <p>(i) the school curriculum, (ii) forms of assessment, (iii) regulatory standards for schools, (iv) teaching quality and professional standards.</p> <p>(2) This section does not limit any of the other objectives</p> <p>S.4 TAA - Protection of children paramount This Act must be administered by applying the principle that, in an action or decision concerning a child or young person, the safety, welfare and wellbeing of the child or young person are paramount of the Authority outlined in its charter.</p> <p>The TRA Tas does not have an objects or purpose clause but it does contain a similar provision to the TAA regarding safety of the child being paramount.</p>		<p>teachers. This includes approving providers of professional development and ensuring the quality of continuing teacher education programs.</p> <p>NESA accredits teachers at higher levels and non-practising teachers, unlike Tasmania.</p> <p>NESA functions include the assessment of suitability to teach which is included elsewhere in the Tasmanian Act.</p> <p>NESA functions exclude industrial relations matters. TRB functions are silent on this.</p> <p>Tasmania's functions include promotion of the teaching profession, collaboration with other States, research projects for the Minister. These are not replicated in the NSW Act.</p> <p>NESA has a wider role than the TRB in providing advice to the Minister on teaching standards and the Minister's other functions.</p>
<p>Northern Territory - Teacher Registration (Northern Territory) Act 2004</p>	<p>S.3 - Object of Act (1) The object of this Act is to ensure that only persons who are fit and proper, appropriately qualified and competent to teach, are employed as teachers in the Territory. (2) The object is to be achieved by establishing a Teacher Registration Board to:</p>	<p>S.12 – Power of Board Similar to Tasmania, the NT Board has the power to do all things necessary or convenient to be done in connection with the performance of its functions. The NT Board also has powers to suspend or cancel registration, disqualify a person from registration, share information with registration authorities in other jurisdictions,</p>	<p>S.11 – Functions of the Board TRB and the NT board share several similar functions. The principal differences between their functions include a focus in NT on:</p> <ul style="list-style-type: none"> Professional development of teachers;

Jurisdiction	Object of the Act	Powers of TRA	Functions of TRA
	<p>(a) register persons as teachers in the Territory; and</p> <p>(b) facilitate the continuing competence of teachers, and quality teaching and educational leadership, in the Territory.</p> <p>The TRA (Tas) does not have an objects or purpose clause.</p>	<p>charge a fee for the provision of a service. It does not share the three extra powers of TRB Tas described above.</p>	<ul style="list-style-type: none"> Liaison with teacher employers in relation to ITE, research and promotion of best practice in teaching; and Making recommendations to the Minister in relation to the minimum requirements for registration. This is covered outside of functions in the Tasmanian Act, as is the prosecution of offences. <p>Promoting the teaching profession is not included in the NT Act.</p>

<p>Queensland - <i>Education (Queensland College of Teachers) Act 2005</i></p>	<p>S.3 – Main Objects of the Act</p> <p>(1)The main objects of the Act are—</p> <p>(a)to uphold the standards of the teaching profession; and</p> <p>(b)to maintain public confidence in the teaching profession; and</p> <p>(c)to protect the public by ensuring education in schools is provided in a professional and competent way by approved teachers.</p> <p>(2) The objects are to be achieved mainly by—</p> <p>(a)establishing the Queensland College of Teachers; and</p> <p>(b)conferring on the college functions and powers about— (i)granting registration or permission to teach to persons; and</p>	<p>S.234 – Powers of college</p> <p>The QLD Act like that for Tasmania provides the TRA with powers that are necessary or convenient to be done in performing its functions.</p> <p>In addition, the QLD Act provides additional explicit powers including in relation to:</p> <ul style="list-style-type: none"> Entry into contracts; Engagement of consultants; Charging for services; Requires Ministerial approval for real property agreements; and <p>May operate inside or outside QLD, including overseas.</p>	<p>S.230 – College’s functions about registration and permission to teach</p> <p>S.231 – College’s discipline and enforcement functions</p> <p>S.232 – College’s other functions</p> <p>There are many similarities between the functions of the TRB and the QLD College.</p> <p>The College also has a role in promoting the teaching profession and in reviewing the operation of its Act and reporting to the Minister about its operation.</p>
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Jurisdiction	Object of the Act	Powers of TRA	Functions of TRA
	<p>(ii) certifying teachers as highly accomplished teachers or lead teachers; and</p> <p>(iii) taking disciplinary action against approved teachers; and (iv) monitoring compliance with and enforcing this Act; and</p> <p>(c) establishing the Office of the Queensland College of Teachers to help the college in the performance of its functions.</p> <p>The Tasmanian TRA does not have an objects or purpose clause.</p>		
<p>South Australia - Teachers Registration and Standards Act 2004</p>	<p>S.4 – Object of the Act</p> <p>The object of this Act is to establish and maintain a teacher registration system and professional standards for teachers to safeguard the public interest in there being a teaching profession whose members are competent educators and fit and proper persons to have the care of children.</p> <p>The Tasmanian TRA does not have an objects or purpose clause</p>	<p>S.5 – Establishment of Teacher Registration Board</p> <p>The SA TRB has the powers of a natural person and the functions and powers assigned or conferred under this or any other Act. As such it has the powers necessary or convenient to perform its functions, similar to Tasmania. It does not share the three additional powers in the Tasmanian Act.</p>	<p>S.6 – Functions of Teacher Registration Board</p> <p>The SA TRB shares many functions with the TRB, including promoting the teaching profession. However, its Act places provisions for handling complaints, conducting investigations, and taking disciplinary action in a separate section, rather than embedding these within its core functions, as is done by the TRB.</p> <p>A key distinction is that the SA TRB is also tasked with collaborating with teacher employers, teachers, and other stakeholders regarding teacher registration requirements and professional standards for teachers.</p>
<p>Victoria - Education and Training Reform Act 2006</p>	<p>S.1.1.1 - Purpose</p> <p>This Act makes provision for various matters including:</p> <ul style="list-style-type: none"> the recognition and regulation of the teaching profession and the 	<p>S.2.6.4 – Powers of Institute</p> <p>Like the Tasmanian TRB, the VIT has the power to do all things necessary or convenient to perform its functions. Unlike the TRB, the VIT is granted specific powers</p>	<p>S.2.6.3 – Functions of Institute</p> <p>The VIT shares many functions with the TRB. It is also required to take account of the wellbeing and safety of children when performing any regulatory function.</p>

Jurisdiction	Object of the Act	Powers of TRA	Functions of TRA
	<p>maintenance of standards of professional practice for that profession;</p> <ul style="list-style-type: none"> the employment in the teaching service of Government school teachers and other persons. <p>The Tasmanian TRA does not have an objects or purpose clause</p>	<p>related to governance with external entities, including the ability to form or join companies.</p>	<p>Principal differences are that VIT:</p> <ul style="list-style-type: none"> has a greater role in professional development of teachers than TRB; and Registers ECTs in ECEC.
<p>Tasmania – Teachers Registration Act 2000</p>	<p>S.7A – Board to consider best interests of students</p> <p>In performing its functions and exercising its powers, the Board must consider the welfare and best interests of students to be of paramount importance.</p> <p>The Act does not include an object or purpose clause.</p>	<p>S7 – Powers of the Board</p> <p>The Board may –</p> <ul style="list-style-type: none"> (a) produce any materials necessary to perform its functions; and (b) enter into an agreement with any person or body to sell any materials it provides; and (c) direct and control persons appointed to assist the Board in the performance of its functions; and (d) do anything necessary or convenient to perform its functions. 	<p>S6A – Functions of the Board</p> <p>The Board has the following functions:</p> <ul style="list-style-type: none"> (a) to register persons under this Act; (b) to grant limited authorities to persons under this Act; (c) to promote the teaching profession; (d) to investigate complaints made under this Act; (e) to conduct investigations, inquiries and hearings for the purposes of this Act including, without limitation – (i) investigations into complaints; and (ii) investigations to determine whether persons have contravened this Act; (f) if appropriate, to take disciplinary action under this Act in relation to persons who are or were registered teachers or holders of limited authorities; (g) to approve teacher education courses the successful completion of which satisfies a criterion for registration; (h) to develop and improve teaching standards; (i) to maintain a code of professional ethics for the teaching profession; (j) to undertake relevant reviews and research projects, and to make recommendations to the

Jurisdiction	Object of the Act	Powers of TRA	Functions of TRA
Western Australia - Teachers Registration Act 2012	S.5 – Best interest of children paramount Similar to the TR Tas, the WA Act does not include an objects clause.	S.90 – Powers Similar to the TRB, the WA Board has all the powers it needs to perform its functions. It does not have the additional three powers included in the Tasmanian Act but does have other powers in addition to its general powers above, such as powers of investigation and inquiry.	<p>Minister in relation to the funding of those reviews and projects and the appointment of persons necessary to enable the successful undertaking of those reviews and projects, as appropriate;</p> <p>(k) to confer and collaborate with corresponding registration authorities for the purposes of – (i) ensuring effective exchange of information within Australia and New Zealand; and (ii) promoting consistency in the regulation of the teaching profession within Australia and New Zealand;</p> <p>(l) to investigate and recommend the prosecution of offences against this Act;</p> <p>(m) any other functions imposed by this or any other Act.</p> <p>S.89 – Functions</p> <p>The WA and TRA Tas Acts share several similar functions. The WA Act does not include disciplinary matters within functions, although these are covered in Part 5 of the WA Act.</p>

Attachment 6 – Section 4 Education Act 2016

Table 6: Education Act 2016

Principles which are basis of Act

(1) The principles on which this Act is based are the following principles:

- (a) the right of every child to receive an education until the child completes Year 12, the year of home education equivalent to Year 12 or an approved learning program;
- (b) the right of every child, during the years of education from kindergarten to the year commonly known as Year 2, to be supported by developmentally appropriate learning frameworks that recognise the child as an active learner and support the delivery of an enquiry-based curriculum;
- (c) that the State recognises the role and importance of a child's parents in the education of their child;
- (d) that the State recognises that a child's parents are the first and most important educators of the child;
- (e) that the State recognises –
 - (i) that parents have a responsibility to ensure that their child receives an education; and
 - (ii) that the State has a responsibility to support parents in ensuring that they meet their responsibilities under this Act;
- (f) the importance of a child having the opportunity, and being encouraged, to be actively involved in decisions affecting the child's participation in education, having regard to the age and understanding of the child;
- (g) the importance of the State, education regulators, parents, teachers, schools, other educational institutions (including TasTAFE and the University of Tasmania) and the wider community working collaboratively to engender a commitment in all sectors in Tasmania to achieving the best educational outcomes for children;
- (h) the importance of the provision by the State of universal access to education through the maintenance of a government education system;
- (i) the importance of providing the foundation for lifelong learning;
- (j) that the provision of education at a school recognises the individual needs of children with disabilities and, to that end, persons involved in the administration of this Act and the provision of education at a school will make appropriate, reasonable provision for those needs;
- (k) that all students are entitled to education of a quality that is capable of enabling them to reach their potential and so maximise their achievements and contribution to the community.

Attachment 7 – Evidence and Insights Analysed in the Review

Objective 1: Children are Safe while they learn	Objective 2: Teachers, including ECTs in ECEC, maintain high-quality professional standards	Objective 3: Modern, fit for purpose regulatory practice
<ul style="list-style-type: none"> • Royal Commission into Institutional Responses to Child Sexual Abuse (2017) • It Takes a Tasmanian Village - Child and Youth Wellbeing Strategy (2021) • Best Practice Framework for Strengthening Child Safety and Wellbeing through the Regulation of Teachers” (2020) • National Review and Update of the National Safe Schools Framework (2023) • Child and Youth Safe Organisations Framework (2023) • Commission of Inquiry into the Tasmanian Government’s Response to Child Sexual Abuse in Institutional Settings (2023) • ACECQA’s Review of Child Safety Arrangements under the National Quality Framework (2023) • Trauma-informed policy framework (Bowen & Murshid, 2016). 	<ul style="list-style-type: none"> • Endorsement of the Australian Professional Standards for Teachers by the Education Council (2010) • One Teaching Profession Report - National Review of Teacher Registration (2018) • Report of the Review to Achieve Educational Excellence in Australian Schools (2018) • National Children’s Education and Care Workforce Strategy (2022-2031) • Teacher Registration Board 2022 Annual Report (2022) • Strong Beginnings - Report of the Teacher Education Expert panel (2023) • Commission of Inquiry into the Tasmanian Government’s Response to Child Sexual Abuse in Institutional Settings (2023) • Productivity Commission Report on Government Services (2024) • Framework for Teacher Registration in Australia (2024) • Early Childhood Education and Care Productivity Commission Final Report (2024) • Academic Literature on the positive impact of quality teaching in ECEC on children’s learning • Interjurisdictional Teacher Registration Analysis – Registration Categories & Qualification Requirements. 	<ul style="list-style-type: none"> • One Teaching Profession Report - National Review of Teacher Registration (2018) • National Teacher Workforce Action Plan (2018) • National Children’s Education and Care Workforce Strategy (2022-2031) • Australian Teacher Workforce Data (2023) • Review of Education Regulation Steering Committee Report (2020) • Commission of Inquiry into the Tasmanian Government’s response to Child Sexual Abuse in Institutional Settings (2023) • Framework for Teacher Registration in Australia (2024) • Early Childhood Education and Care Productivity Commission Final Report (2024) • Interjurisdictional Teacher Registration Analysis – Principles, Powers, Functions

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