

## A Brief History

The *Teachers Registration Act* was proclaimed in 2002 and the first Board began its work. It operated from 2001-2004. In its first year it had applications for registration from 1583 teachers and 8000 were registered by the end of 2002. The initial staff of three along with the inaugural Chair (Gaye Behrens) and Manager (Penny Cocker) had to establish all the processes, draft the initial documentation, design the website and establish links to all teachers. The Act was amended to extend the registration cycle to three years, allow for annual payments and to clarify what information on the register could be provided to employers. The national group the Australian Forum of Teacher Registration and Accreditation Authorities was formed in 2003.

**2005-2008/9** Chair (Greg Sutor)  
 Second Board Manager (Penny Cocker).

This Board developed a Strategic Plan, established committees to do various aspects of the Board's work, for example: teacher registration, ethics, communication and promotion and teacher education. TRB representatives were in 40 schools and the Tasmanian Standards for Teachers were developed and endorsed by all stakeholders including teacher employers, unions and teaching practitioners. These subsequently were subsumed in the Australian Professional Standards for Teachers. A new process was developed to allow provisionally registered teachers to move from provisional to full registration. This required evidence of competence against the teaching standards. A new position was created Manager, Professional Standards and Registration. The position of Manager became CEO. A review of the *Teachers Registration Act* began.

**2010-2012** Chair (Greg Sutor then Sharon Lidster)  
 Third Board CEO (Penny Cocker then Kerrie Moss).

The role of the CEO was established and the power to delegate under the legislation. The review of the Act was completed and amendments to the Act enacted in 2010. Clearer disciplinary processes were enacted including inquiries and hearings, the power of emergency suspension, the requirement of employers to notify the Board when they have taken disciplinary action against a teacher, and the establishment of further disciplinary committees. Committees of Inquiry were now to include practising teachers after they had undergone the requisite training. The process for determining whether a teacher is of 'good character' was now defined in the Act and this is different from being 'fit to teach'. The requirement of registration was extended into the Polytechnic and a specialist vocational registration pathway was formalised in Board policy. The Board worked with UTAS to develop an initial teacher education course for Polytechnic teachers who did not have an initial teacher education qualification. This became the Bachelor of Education (Applied Learning). During this Board approval of all UTAS initial teacher education courses occurred following a panel process involving representatives of key stakeholder groups. Custom designed registration software was developed and accessed via a portal to replace paper based registration processes. This was launched on 4 November 2010. Key involvement with national teacher registration bodies and the Australian Institute for Teaching and School Leadership. Initial engagement with the accreditation process of highly accomplished and lead teachers. Board staff were trained in what was required to accredit initial teacher education courses under the national process.

**2013-2016** Chair (Sharon Lidster, Jenny Gale then Stephen Mannering)  
 Fourth Board CEO (Kerrie Moss) to Registrar (Lee Rayner).

The Board participated in the review of public sector Post Year 10 education and in 2013 extended registration to specialist VET (Vocational Education and Training) teachers at TasTAFE through a new pathway. Two nominees from TasTAFE joined the Board. An Audit & Risk Committee was formed. The *Registration to Work with Vulnerable People Act 2013* came into force and regular interaction is taking place with the Department of Justice in relation to the impact of that process on teachers and TRB legislation. Continued working with UTAS in regard to accreditation of initial teacher education courses under the national process and the training of local practitioners and Board members to be panel members on accreditation panels.

