



TEACHERS  
REGISTRATION  
BOARD TASMANIA

# Strategic Plan



2017 - 2019



# Strategic Plan

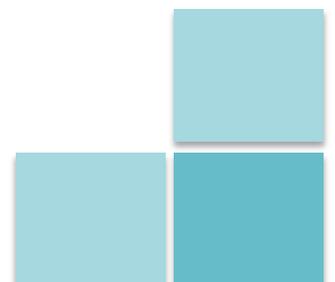
2017 - 2019

## Preface

This document sets out the strategic drivers and directions of the Tasmanian Teachers Registration Board (TRB) over the next three chronological years. The broad strategies outlined in the following pages will be supported by operational plans that will cover each of the TRB’s main activity areas.

## Contents

Preface.....	2
Contents.....	2
Who we are and what we do .....	3
Our Functions.....	4
Our Aim, Mission and Principles .....	4
Stakeholders .....	5
Contribution to the National Agenda .....	5
Key Activity Areas .....	6
Registration – this involves: .....	6
Accreditation of Initial Teacher Education Courses .....	6
Outcomes, Strategies and Performance Indicators .....	7



## Who we are and what we do

The Teachers Registration Board (TRB) of Tasmania is an independent statutory authority and incorporated body established under the *Teachers Registration Act 2000* to regulate the teaching profession in Tasmania and to promote, maintain and apply the Australian Professional Standards for Teachers.

The TRB consists of the Board and a small secretariat that undertakes operational functions and provides support to the Board. The Board consists of twelve members who have been nominated by key stakeholders in education including teacher employers, teacher unions, parent groups, the University of Tasmania and TasTAFE. All members are appointed by the Minister for Education.

This three year Strategic Plan has been developed to allow the Board to effectively fulfil its functions under the Act while responding to new issues and priorities as they emerge. The plan will build a culture of innovation and improvement while maintaining a focus on the Board's core legislated responsibilities.

Major priorities will be established over the life of the plan and will be informed by data, research and analysis, consultation with key stakeholders and risk analysis. These priorities and actions will be regularly reviewed and amended as required.

The Strategic Plan will be reviewed annually with a major review to be scheduled for October 2019.

In performing its functions and exercising its powers, the TRB considers the welfare and best interests of students to be of paramount importance (s 7A of the *Teachers Registration Act 2000*).

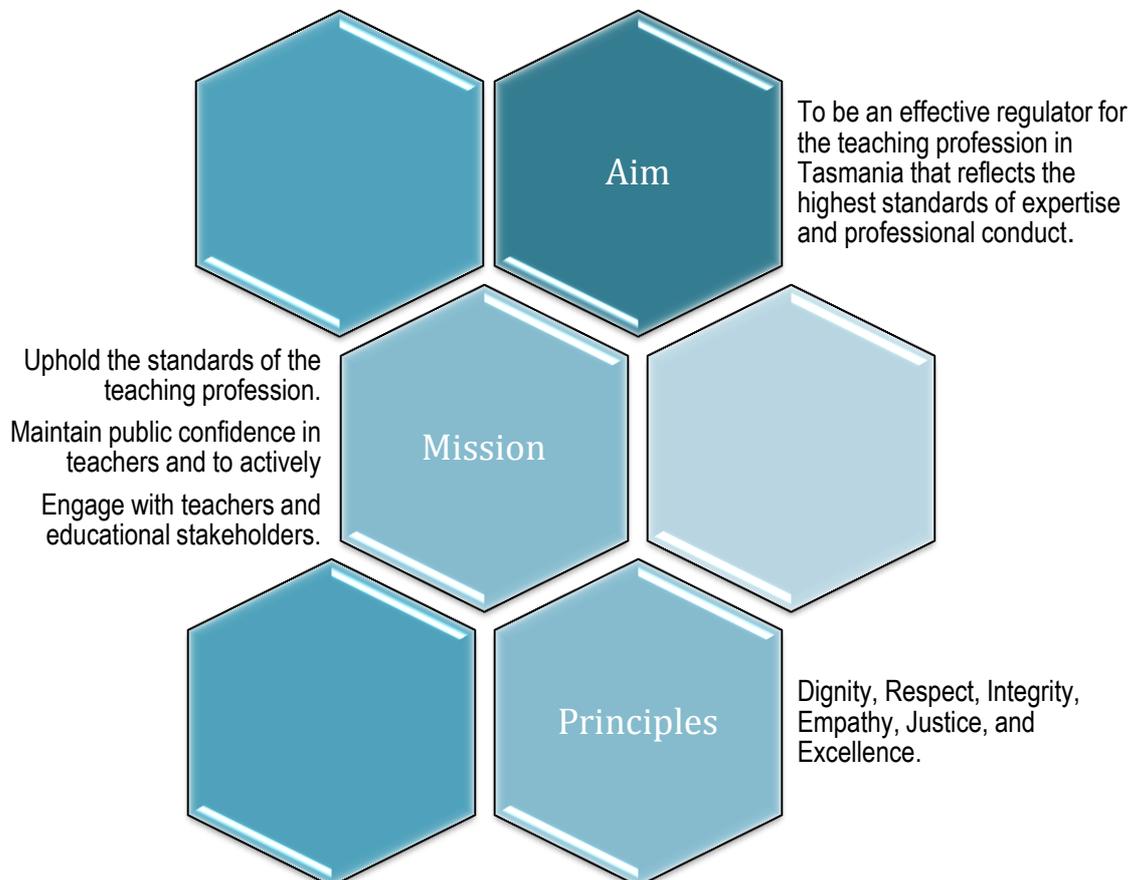


## Our Functions

The Board's functions, pursuant to section 6A of the *Teachers Registration Act 2000*, include:

- to register eligible persons;
- to grant limited authorities to teach;
- to promote the teaching profession;
- to investigate complaints;
- to conduct investigations, inquiries and hearings;
- if appropriate, to take disciplinary action in relation to persons who are or were registered teachers or holders of limited authorities;
- to approve initial teacher education courses;
- to develop and improve teaching standards;
- to maintain a code of professional ethics for the teaching profession;
- to undertake relevant reviews and research projects;
- to confer and collaborate with corresponding registration authorities; and
- to investigate and recommend the prosecution of offences pursuant to the legislation.

## Our Aim, Mission and Principles



## Stakeholders

The main individuals and groups that have a stake in our work are:

- The Minister for Education;
- Registered teachers in Tasmania;
- Employers of teachers in Tasmania;
- Parents/carers of Tasmanian school students;
- Teacher Unions of Tasmanian teachers;
- The community and general public of Tasmania; and
- Providers of initial teacher education programs in Tasmania.



## Contribution to the National agenda

Our strategies support the Council of Australian Governments (COAG) agenda through:

- Implementation of the Australian Professional Standards for Teachers;
- Nationally consistent teacher registration; and
- Nationally consistent accreditation of initial teacher education programs.

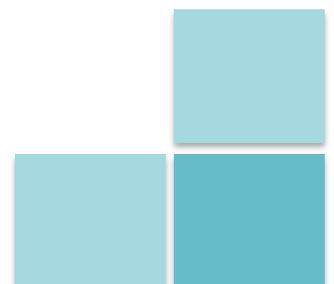
## Key Activity Areas

### Registration – this involves:

- Maintaining the accuracy of the TRB’s public register to assist employers to engage registered teachers;
- Assessing whether a person is suitable to be registered, or continue to be registered, as a teacher;
- Continually developing and improving the online platform to support online registration;
- Communicating to registered teachers advising of registration status and delivery of an effective communication strategy to teachers due to renew;
- Applying the appropriate regulatory response to risk assessments and compliance breaches by providers and individuals, noting that the application of regulation must be balanced, inclusive, efficient and utilise reasonable discretion;
- Enhancing relationships with stakeholders and the Minister for Education;
- Reviewing and auditing processes for teachers’ progression from provisional to full registration; and
- Thoroughly investigating complaints and notifications that may lead to disciplinary action of a teacher with a clear focus on natural justice and procedural fairness, noting that disciplinary matters are undertaken through delegated committees of the Board, with current practising teachers involved in the process.

### Accreditation of Initial Teacher Education Programs - this involves

- Facilitating and organising panels to conduct accreditation of Initial Teacher Education courses for the University of Tasmania; and
- Requiring, through the approval of initial teacher education courses, that Tasmanian graduates meet the Australian Professional Standards for Teachers at the graduate level.



## Outcomes, Strategies and Performance Indicators

Registration Outcomes	Strategies	Performance Indicators
Registered teachers are qualified, competent and suitable to teach	Use of online registration process for expedient cost effective registration.	<ul style="list-style-type: none"> <li>• teachers able to self-register using online access;</li> <li>• effective use of technology evident in communications with teachers.</li> </ul>
	Apply appropriate standards and procedures to decisions about registration including implementation of Australian Professional Standards for Teachers.	Consistent application of Board policies and procedures with regard to the registration of eligible persons.
	Continue to refine the measures to support the needs of Tasmanian schools through the approval of Limited Authorities to Teach (LATs).	The effective provision of LATs to meet the needs of Tasmanian schools.
	Maintain productive partnerships with all key stakeholders to work collaboratively to enforce the regulatory framework with appropriate reporting in place.	<ul style="list-style-type: none"> <li>• The TRB leads and contributes to discussions on regulatory matters for the teaching profession at the State and National level;</li> <li>• meets regularly with stakeholders.</li> </ul>

Outcomes	Strategies	Performance Indicators
	<p>Promote assistance available for 'provisionally' registered teachers to move to 'full' registration. This includes: face to face information sessions in schools, advice from the Manager, Professional Standards and Registration, provision of documentation and a video on the TRB website.</p> <p>Working with the Professional Learning Institute to support experienced teachers to change category.</p>	<ul style="list-style-type: none"> <li>87 provisionally registered teachers changed category in 2016. The aim is for 100 teachers annually to change category in the years 2017 &amp; 2018.</li> <li>Annual audit of 10% of applications of teachers moving from 'provisional' to 'full' registration.</li> <li>development of a suitable professional learning program that is accessible to all teacher employers by mid 2017.</li> </ul>
	Use research and data to inform strategic policy development and share with stakeholders when appropriate.	Board data used in decision making.

Professional Conduct Outcomes	Strategies	Performance Indicators
Robust, fair and equitable complaints and inquiries procedures	Process professional conduct matters in a timely, defensible and consistent manner, in keeping with procedural fairness.	Efficient and effective utilisation of delegated committee structure in the areas of the Registration Oversight Committee, the Professional Conduct Committee and Committees of Inquiry.
	Use of delegated committee model to ensure peer assessment of teacher behaviour.	<ul style="list-style-type: none"> <li>sufficient number of classroom teachers trained and available.</li> <li>decisions communicated in a timely and effective manner.</li> </ul>
	Breaches of the Act addressed.	<ul style="list-style-type: none"> <li>disciplinary matters dealt with expediently and efficiently.</li> <li>no disciplinary matters overturned by Magistrates Court.</li> <li>inquiry process uses the Australian Professional Standards for Teachers and the Code of Ethics.</li> </ul>

Initial Teacher Education Accreditation Outcomes	Strategies	Performance Indicators
Initial Teacher Education courses accredited as required by AITSL's Standards and Procedures (December 2015)	<p>Regular teleconferences with ITE provider (monthly) to maintain dialogue for a clear understanding of requirements.</p> <p>Attendance in person or via teleconference with ATRA colleagues and AITSL to develop a full understanding of the accreditation requirements.</p>	<ul style="list-style-type: none"> <li>• Collegiate and supportive working relationship with ITE provider.</li> <li>• Shared understanding of requirements and decisions that have been moderated with ATRA colleagues.</li> </ul>
	<p>Training of panel members to maintain a pool of trained panellists.</p>	<p>Sufficient panel members able to implement 2015 Standards and Procedures. In 2017, 21 trained panel members available.</p>
	<p>Process for accreditation refined to meet national requirements and Stage 2 accreditation processes in place.</p>	<ul style="list-style-type: none"> <li>• Providers have transition plans developed and submitted to Board in 2017.</li> <li>• By 2021 all ITE courses at University of Tasmania accredited to new national standards and procedures.</li> </ul>

Governance, Accountability and Sustainability Outcomes	Strategies	Performance Indicators
<p>The Board meets its legislated responsibilities.</p>	<p>Support for the Board to ensure capacity to undertake tasks and decision making. This includes:</p> <ul style="list-style-type: none"> <li>• induction for new Board members;</li> <li>• suite of policies developed and maintained;</li> <li>• decisions register maintained;</li> <li>• provision of relevant training for Board members and external members sitting on delegated committees;</li> <li>• the Board develops and maintains a Delegation document.</li> <li>• annual self-review and reflection about Board effectiveness and ways of working.</li> </ul>	<ul style="list-style-type: none"> <li>• all new Board members undertake induction.</li> <li>• board policies reviewed annually.</li> <li>• board decisions register regularly referred to.</li> <li>• board members and external members asked about adequacy of training.</li> <li>• delegation document reviewed annually</li> </ul>
	<ul style="list-style-type: none"> <li>• The <i>Teachers Registration Act 2000</i> relevant and adequate for required responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Act review and Board consideration of any proposed amendments by August 2017.</li> </ul>
<p>The Board has sound financial administration and business systems and is sustainable.</p>	<p>Prepare high level financial statements for Board meetings and attendance of Finance Officer of DoE at each Board meeting to assist discussion.</p>	<p>Board has positive equity (balance of assets over liabilities).</p>
	<p>Ensure the provision of State Audit Office and internal DoE audit reviews.</p>	<p>Satisfactory audit outcome. Any audit recommendation reviewed and implemented (if accepted) within agreed timelines.</p>
	<p>Audit and Risk Committee convened with attendance of Finance Officer.</p>	<p>Meets three to four times a year.</p>

Governance, Accountability and Sustainability Outcomes	Strategies	Performance Indicators
	Develop annual budgets.	Considered by Audit & Risk Committee prior to consideration by the Board.
	Develop Operational Plans and align to budgets.	Operational Plan developed and reviewed annually.
	Financial projections take into account cost increase projections including wage increases, variations in prepayments and projects.	Sufficient liquidity to meet operational requirements.