Reflections from teachers and evaluators on the process to Transition to (full) Registration

From 1 January 2013 the process to transition from Provisional Registration to (full) Registration changed in line with nationally consistent registration requirements to include the Australian Professional Standards for Teachers and a timeline.

As of 17 December 2013, 1051 teachers successfully completed the transition process.

For some teachers it was an “opportunity to be both reflective and forward thinking” while others found the process required further support and “called up the TRB innumerable times”. Nick reported that “the first step in preparing for transition…was to consult the Teachers Registration Board website.” Many teachers found their questions already answered there and were able to continue the process while others called the TRB for clarification and reassurance that they were on the right track. Annette’s first step was “to make sure that I had worked 200 days, so I called (my employer). They…spoke with me about a Statement of Service…that breaks down the days I have worked and the dates of my two contracts.” Statements of Service are available from all employers however some principals or directors are able to verify the 200 full-time equivalent days if all of the teaching service was completed at the one school or prescribed service.

In order to transition from Provisional Registration to (full) Registration, teachers need to share evidence that they meet the Proficient career stage of the Standards.

“The most significant step in the preparation process was familiarising myself with the Australian Professional Standards for Teachers…” Nick suggests printing out the Standards “and start a folder under each heading to put your evidence in. This was an efficient and easy way to be organised and clear about what I was doing…it’s also important to know the standards and keep coming back to them”. Links to the Standards can be found on the TRB website.
An important part of the process is for the provisionally registered teacher to identify an evaluator who can be supportive of their transition. Archna is a temporary relieving teacher (TRT) who, although successful in gaining (full) Registration, found that “it was really very hard to find an evaluator available and ready to help me with my journey.” For other TRTs she recommends “stick to a few schools. Keep all your plans. Go through the Standards. Start planning early.” As an evaluator, Shane found that “having clear and concise objective standards on hand to lead professional discussions and to help set goals with clearly identifiable outcomes made the process easier.” Julie was the evaluator for a teacher in her school and says she was “fortunate to have a very organised teacher who kept me on track with her professional needs.” She added that she would advise and “encourage the teacher to be instrumental in driving the process.” This seemed to be a common thread throughout both teachers’ and evaluators’ comments. It is the teacher’s application and the more the teacher drives the process, the more valuable and effective the outcome achieved.

Gathering suitable evidence to share with evaluators was approached in a variety of ways including lesson plans, annotated photos, student work, feedback to students, rubric assessments, classroom observations, resources used, reflections, feedback from peers, communication with parents and examples of community engagement. All teachers were mindful that their evidence must refer to the Standards. Annette was aware that she “didn’t need a piece of evidence for every standard and every dot point and that one piece of evidence could actually apply for various aspects of the standards.” Arranging time for professional discussions between teachers and evaluators is important to develop shared understandings and plan for moving forward. Kylie and Shane met “over a number of months to review her progress in meeting the standards at the proficient career stage.” Kylie kept her evidence in a portfolio style folder which “was a great foundation to begin professional discussions with me, her evaluator, but also a great way to share with her colleagues.” For teachers who do not have continuity in one particular site, Archna recommends approaching an evaluator for advice about how they would like evidence to be shared.

A sample of Applications for Transition from Provisional to (full) Registration are selected at random every 3 months and audited by the Board. Sarah was involved in the audit process. “Initially I thought why me? Is there a reason I am being audited? Also I thought it would be more paperwork and as a teacher we can sometimes be time poor.” After checking the audit requirements Sarah found the process “straightforward and I completed the audit easily.”

If you hold Provisional Registration and can meet the requirements to transition to (full) Registration then information about the process and the application form is available on the website.

Thank you to the evaluators and teachers who contributed to this article: Kylie Clark, Archna Gairola, Julie Gallaher, Shane Hosking, Annette Reid, Sarah Wilson and Nick.
Presiding Member’s Report

Most of you will be aware of the existence of the Australasian Teacher Regulatory Authorities Incorporated body (ATRA) consisting of teacher regulatory authorities across Australia and New Zealand. This organisation meets twice a year and has recently decided to employ an executive officer to prepare work plans, make submissions to government and generally advance the interests of ATRA at a national level. This work has previously been absorbed by one of the authorities. A dedicated officer of the organisation will improve efficiency and expand the scope of the matters to which ATRA can respond and be involved.

A focus for the Board in 2013 has been in the area of achieving national consistency of agreed elements of registration, in particular entry requirements, transition from provisional to full registration, the accreditation of initial teacher education programs and processes for the renewal of registration. The latter includes ongoing professional learning and professional practice as requirements for renewal of full registration. Key information was published as a supplement to the last newsletter. More detailed information can be found on the Board’s website. Throughout 2013 staff of the Board held sessions in a range of forums to disseminate information and outlined the ways in which new requirements would over time, affect all registered teachers.

As a result of a consequential amendment to the Teachers Registration and Standards Act 2004, persons employed as an Early Childhood Teacher (ECT) under the National Quality Framework for Early Childhood Education and Care (NQF), are now required to be registered as a teacher or have authorisation to practise as a teacher. The TRB has developed strategies to support the implementation of this requirement and staff have worked closely over the past year with centre-based services affected by this legislative change.

With the exception of the appointment of Dr Janet Keightley from the University of Adelaide as Deputy Member to Prof Rosie Le Cornu of the University of South Australia, there have been no major changes to membership of the Board in the last twelve months. Dr Keightley replaces Dr Tania Aspland whom the Board thanks for her service.

The Board also acknowledges the commitment of the Registrar and her team for what has been a busy year with the review of all existing policies and the implementation of new policies and procedures. The Board is grateful to all staff for their dedication to the work of the Board in 2013.

I wish you well for 2014.

Carmel Kerin, Presiding Member
The theme of this year’s conference was “Safe, Successful and Sustainable Education – Is the Law a Sword or a Shield?”

The keynote address delivered by His Excellency the Honourable Peter Underwood AC, Governor of Tasmania and former Chief Justice of the Supreme Court of Tasmania, focused on the high level of functional illiteracy in Tasmania (and other States). He discussed an innovative program called 26 Ten bringing together volunteers and train them to improve the illiteracy skills of their fellow Tasmanians. Almost one in two Tasmanians have difficulty with everyday literacy and numeracy tasks such as filling in forms, understanding bills and contracts and following instructions.

With that challenge ringing in our ears we commenced two days of solid conferencing. There were only a few plenary sessions so delegates had a difficult choice between 4 concurrent sessions at any one time. The speakers were of a particularly high quality both from Australia and overseas, with a strong New Zealand contingent present. What follows is a report on a selection of those sessions which I found most interesting.

Of enormous topical interest was the presentation by Mr Geoff Black and Mr Chris Wellington from Wallmans Lawyers Adelaide together with Anne Walker and Bill Hignett from the AEU SA Branch on the topic “Sexual Assaults in Schools – Do We Tell the Parents? And What? And When? Recent Developments in South Australia, the Debelle Inquiry into Education and the Balance of Rights”. What followed was a clear and succinct summary of the essential events leading up to the Debelle Inquiry and the findings. There was a discussion as to if, what and when parents (other than the parent of any child or children directly involved) should be told about allegations of sexual assault before and after a person was charged and/or convicted. This involves a difficult balance of the rights of students, parents, teachers and other education workers. These are complex issues and there are probably different considerations in each individual case. For me, it highlighted the importance of the bureaucrats, principals, teachers and parent groups having a clear understanding of the law that applies.

Another session that I found interesting was delivered by Allison Trimble entitled “Swords and Shields: But what do the Commanders know about the Rules of Engagement?” The title was particularly apt because Ms Trimble was a former Commonwealth and State Legal Officer in the Australian Army and the Tasmanian Parliamentary Counsel’s Office. In 2010, she re-qualified as a primary school teacher and her paper discussed her research towards a PhD dissertation at the Education Faculty, University of Tasmania, in exploring principals’ understanding of education law.

Ms Trimble began by acknowledging that school principals work in an extremely complex education environment with a number of responsibilities relating to the safety of students and educational outcomes as well as responsibilities for teachers and other staff in schools. She conducted a small scale exploratory study on the issue of non-sexual physical contact between teachers and students, where the results were generally consistent with earlier Australian and international studies. The results suggested that the majority of principals were uninformed or misinformed about education law but most had an unjustified confidence in the accuracy of their knowledge. They tended to have a much better knowledge of statute law than case law or common law. If faced with an urgent non-routine “legal drama” the tendency was to seek expert legal advice, to refer the matter “up the chain”. On more routine matters where there was less urgency they were more likely to rely on their own ideas and understanding or to seek advice from a non-legally trained source.
Mutual Recognition Arrangements

Mutual recognition arrangements exist between teacher regulatory authorities in Australia and New Zealand.

An applicant who is currently registered as a teacher in a first state, i.e. Australian State or Territory or New Zealand, is entitled to registration in a second state.

Refer to the TRB website at www.trb.sa.edu.au for further information.

Australia & New Zealand Education Law Association (ANZELA) Conference 2013 (continued)

She concluded that further research is required concerning the development of principals’ education law knowledge, and there is a need for expert legal support to be available to principals and in-service training to support legal literacy.

Other papers included two on educational negligence and responding to inappropriate sexualised behaviour of students.

Next year the conference is to be held in Adelaide from 1 to 3 October 2014 at the Crowne Plaza Hotel. The Organising Committee is headed by Deputy Board member Tony Houey and they are working hard to put together an exciting program. I would urge all those who are interested to attend.

Sincere thanks to the Board for allowing me to attend this most interesting conference. Margaret Kelly, Board Member

World Teachers’ Day 2013

World Teachers’ Day was celebrated in Australia on Friday 25 October 2013. Recognised in more than 100 countries, World Teachers’ Day was introduced in 1994 by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), to celebrate the significance of competent, qualified and motivated teachers as instrumental in shaping the futures of children, students and young people.

For UNESCO, “A Call for Teachers” was the slogan for World Teachers’ Day. This year’s celebrations focused on UNESCO’s work on quality teachers for global citizenship and cultural diversity. For UNESCO, the call for teachers is about providing enough quality teachers to cover the needs of learners in all parts of the world – because it is teachers who develop learners’ abilities to build a sustainable future as citizens who are able to take action in their own communities and contribute to global challenges.

This year, the Teachers Registration Board adopted the theme ‘Teachers - Changing lives, life changing’, which links well with the UNESCO aims, in that it recognises the transformative nature of teaching, both for learners and teachers.

The Board published an advertisement in the Adelaide Advertiser on Friday October 25th 2013 to celebrate World Teachers’ Day.

Education and care settings were encouraged to organise local events celebrating the work of teachers and many professional teaching associations organised events and presented awards to celebrate teachers’ achievements.

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Qualifications

Check the qualifications listed on your current certificate.

If an alteration or update is required, send a certified copy of the official academic transcript from the university (or equivalent) and we will update your qualifications on the Register and forward a new Certificate of Registration.

National Teaching Workforce Dataset

During the reporting period the Board contributed to the National Teaching Workforce Dataset (NTWD). The NTWD is one of two projects undertaken by the Council of Australian Governments (COAG) Teacher Quality National Partnership that aims to improve teacher quality through a national collection of workforce data.

The Board received a formal request to release data items regarding registered teachers in South Australia. The Board sought legal advice from the Crown Solicitor’s Office and advice from an independent computer forensics expert to address any potential concerns relating to privacy and/or confidentiality. Subsequently, de-identified and anonymised data items were released under a confidentiality agreement and will be collated with nation-wide workforce data obtained from teacher employers, initial teacher education institutions and regulatory authorities.

Data collection and collation for the NTWD is being finalised and a draft national report is being developed.

Longitudinal Teacher Education Workforce Study - Deakin University Australia

The Board provided an opportunity for teachers who graduated in 2011 to participate in an 18 month Longitudinal Teacher Education Workforce Study (LTEWS), conducted by Deakin University on behalf of the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR). Survey collection for the study has concluded.

The LTEWS project sought feedback on early career progression into teaching through an online survey focused on the relevance and effectiveness of teacher education for employment. It is expected research on the experiences of graduate teachers in their first years of work will have a positive impact on the development of future policies and programs for teachers.

New Requirements:

Persons employed as an Early Childhood Teacher under the National Law

From 1 January 2014, in line with the National Quality Framework for Early Childhood Education and Care (NQF), centre-based services educating and caring for children preschool age or under must meet the requirements for access to an Early Childhood Teacher (ECT).

As a result of a consequential amendment to the Teachers Registration and Standards Act 2004 (TRS Act), some persons employed in long day care services are now captured by the TRS Act. A service employing a person as an ECT to meet NQF requirements will now need to ensure the person is registered as a teacher or has authorisation from the Teachers Registration Board (TRB) to practise as a teacher. Between April and September 2013, TRB staff have contacted each service to gather information about how services would be meeting NQF requirements. The TRB has developed a range of ongoing strategies to support those employed as an ECT.

Any issues regarding the new requirements for persons to be employed as an ECT can be forward by email to professional.standards@trb.sa.edu.au or by phone 8226 3497 / 8226 5977.
From October 2013, the Board has introduced a new design for Certificates of Teacher Registration. The information below will help you identify the important information contained in your new Certificate of Teacher Registration.

**Board contact details.**

**Name and postal address.** Please inform the Board in writing if you change your postal address.

The top section of the Certificate is your receipt of payment. Do not detach this receipt from your Certificate.

These are your academic qualifications held by the Board. If you have completed additional qualifications, they may be able to be added to your Certificate. You will need to provide your final academic transcripts to the Board.

This section is your actual Certificate of Teacher Registration.

These dates indicate when your most recent National Police History Check and Mandatory Notification Training course were undertaken.

This section provides a comprehensive overview of some of the relevant sections of the *Teachers Registration and Standards Act 2004*.

If the Board has imposed any conditions upon your teacher registration, they will appear in full in this section. Employers should sight a Certificate of Teacher Registration to ensure that they are aware of any conditions the Board has imposed.

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**Front of Certificate**

**Back of Certificate**
A New Look for the TRB Website

You’ve probably noticed that our website has a new look and feel, and we’ve made a few other improvements so that our website is easier for you to use.

We will continue to improve the content and services we offer online. We’d appreciate your feedback so we can incorporate this into our ongoing management of the website and services.

If you have any questions about the new site or would like to provide feedback, please let us know by email at info@trb.sa.edu.au

Teachers’ Portal

We’re happy to announce the launch of our new Teachers’ Portal website! The Teachers’ Portal is a new website that will provide a secure, online method for teachers to access and update their information for teacher registration in South Australia.

Some features of the portal that we think you might find useful are:
- View your registration details
- Manage your personal and contact details
- Access your Application for Renewal of Registration
- Record and track your professional learning

You can access the Teachers’ Portal through the link on our website or go to https://online.trb.sa.edu.au/default.aspx
Three new bookmarks were launched in October. They are designed to provide handy links to information on the Teachers Registration Board website for those people wishing to apply for registration, renewing registration or for teachers holding Provisional Registration.

There are two designs of this bookmark providing the same information. The links provided in this bookmark are useful to those teachers who hold Provisional Registration and are looking at the requirements and process to apply to make the transition from Provisional to (full) Registration.

This bookmark will be given to each teacher when they are granted registration in SA or when they renew their registration and it provides links to information on our website about the new requirements for renewal of registration.

These new bookmarks were launched in October. They are designed to provide handy links to information on the Teachers Registration Board website for those people wishing to apply for registration, renewing registration or for teachers holding Provisional Registration.

There are two designs of this bookmark and both provide the same information. The bookmark may be useful to those people wishing to apply for registration in SA or wanting information more generally about registration requirements.

Registration in SA Bookmarks

New Requirements for Renewal Bookmarks

Provisional Registration Bookmarks
The Board delegates the determination of matters pursuant to Part 5 and Part 7 of the Teachers Registration and Standards Act 2004 (the Act) to a committee comprised of not less than three members of the Board including a member who is a legal practitioner and a member who is a practising teacher. During the reporting period the Board determined each committee will comprise of five members. The committee is required to make a decision on behalf of the Board.

Proceedings under Part 5 of the Act

The majority of applications for teacher registration and renewal of registration under Part 5 of the Act are processed administratively in accordance with the delegation to the Registrar pursuant to section 17(b) of the Act. In applying for registration or renewal of registration the onus is on the applicant to satisfy the Board that he/she meets the statutory criteria for registration. Applications that do not meet the requirements for admission to the Register of Teachers are referred to an Admissions Hearing.

There were nine Hearings held pursuant to Part 5 of the Act to determine if the person is a fit and proper person to be registered as a teacher. Conditions imposed by the Board pursuant to Part 5 of the Act include, but were not limited to, the following: employment restrictions; requirement to undertake further tertiary study/training courses; requirement to undergo medical assessments and reporting requirements to the Registrar.

Admissions Hearings – Fitness & Propriety

A formerly registered teacher who was subject to a disqualification order made by the Board following an unprofessional conduct Inquiry applied for a review of the order and consideration for re-registration as a teacher. The matter resulted in re-admission to the Register of Teachers subject to conditions.

A formerly registered teacher made application for re-registration as a teacher and disclosed a criminal history matter. The matter resulted in re-admission to the Register of Teachers subject to a condition.

A formerly registered teacher, who allowed his registration to lapse following concerns in relation to his competence as a teacher, made application for re-registration. The matter resulted in admission to the Register of Teachers.

Hearings were conducted for two applicants for renewal of registration where the applicants had conditions imposed as a result of previous hearings in relation to each applicant’s capacity to teach. Both matters resulted in re-admission to the Register of Teachers subject to conditions.

A hearing was conducted for an applicant for renewal of registration where the applicant sought to vary or revoke conditions previously imposed. The applicant had conditions imposed as a result of an Inquiry in relation to unprofessional conduct. The matter resulted in re-admission to the Register of Teachers subject to the previous conditions being maintained as varied and re-imposed.

A hearing was conducted regarding an applicant for registration where there were concerns about whether the applicant’s physical impairment would affect or inhibit the applicant’s ability to carry out all the duties and responsibilities expected of a teacher. The matter resulted in admission to the Register of Teachers subject to conditions.

Hearings - Conditions of Registration

Two registered teachers made application pursuant to Part 5, section 24 (3) of the Act by providing written signed consent to have agreed conditions imposed on their continuing registration as an interim measure.
Change of Email Address

Teachers have expressed interest in the TRB using email as a means of sharing information. We are trialling the use of email to keep you informed of registration matters.

Many email addresses are no longer current. You can notify us of a change to your email address by:

Email info@trb.sa.edu.au

Fax (08) 8226 2667

Post PO Box 3649 Rundle Mall SA 5000

Admissions Hearings – Qualifications (continued)

There were twenty seven hearings held pursuant to Part 5 of the Act regarding new or formerly registered applicants who did not hold the requisite qualifications and/or experience as prescribed in the Act or Regulations. In addition these applicants did not meet the Board’s policy on recency of practice. Three applicants were granted full registration. Two applicants were granted provisional registration. Sixteen applicants were granted provisional registration subject to a condition that they upgrade their qualifications to meet the prescribed minimum standard. One applicant was granted provisional registration subject to further study and work restriction conditions. Five applicants were refused registration because of the relevance of adequacy of their qualifications or inability to meet the recency of practice requirements.

Proceedings under Part 7 of the Act

Proceedings may be commenced on the application of the Registrar or of the Board’s own motion by laying a formal complaint before the Board. The Act confers on the Registrar an independent statutory role as ‘complainant’; the Registrar is required to investigate grievances and concerns and to exercise prosecutorial discretion.

Section 34 of the Act gives the Registrar, or a person authorised by the Registrar, the power to conduct an investigation.

The Registrar issued sixteen warning letters during the reporting period. The Board noted the course of action taken by the Registrar. No further action was taken by the Board.

Overall there were thirteen Inquiries held pursuant to Part 7 of the Act.

Conduct Inquiries - Part 7, Section 35

Inquiries are held pursuant to Part 7, section 35 of the Act to determine whether the conduct of a teacher constitutes proper cause for disciplinary action.

A formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified permanently from being registered. The unprofessional conduct involved entering into and maintaining an inappropriate relationship with a fourteen year old female student.

A registered teacher was found guilty of unprofessional (being improper) conduct for failing to comply with conditions attached to his registration as a result of an earlier hearing into his capacity to teach relating to his psychiatric health. His registration was cancelled with immediate effect.

A formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified from being registered until 15 March 2014. He entered a guilty plea in the Adelaide District Court to one count of aggravated recklessly causing serious harm and one count of aggravated assault causing harm. He was sentenced to twenty seven months imprisonment with a non-parole period of fifteen months. The sentence was suspended upon him entering into a bond to be of good behaviour for thirty months.

A formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified permanently from being registered and reprimanded. He was found guilty in the Adelaide District Court of two counts of indecent assault, one count of attempted unlawful sexual intercourse and two counts of unlawful sexual intercourse involving a male under the age of seventeen years. He was sentenced to four years imprisonment.

A formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified permanently from being registered and reprimanded. He was found guilty in the Adelaide District Court of gross indecency and unlawful sexual intercourse involving a fourteen year old female. He subsequently pleaded guilty in the Adelaide District Court to two counts of unlawful sexual intercourse with a sixteen year old female and one count of possess child pornography. He was sentenced to a total of four years and one month imprisonment.
Matters Determined by the Board 1 July 2012 - 30 June 2013
(continued)

A registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was suspended from the Register of Teachers for a period of one year and ordered during that time to undertake the full seven hour ‘Responding to Abuse and Neglect’ training course and also successfully complete a higher education course in Ethics in Education. The unprofessional conduct involved the teacher, along with others, performing an exorcism on a fifteen year old male whilst he was attending a church sponsored youth camp.

A registered male teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. His registration was cancelled and he was further disqualified from being registered as a teacher until further order. The unprofessional conduct involved concerns raised by staff, students, parents and community members in relation to the teacher’s excessive alcohol consumption and unacceptable behaviour.

A formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified from being registered as a teacher permanently. He entered a guilty plea in the Adelaide District Court to four counts of indecent assault, three counts of gross indecency and three counts of unlawful sexual intercourse. He was convicted on all counts and sentenced to fourteen years imprisonment.

A formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified from being registered as a teacher permanently. He was found guilty in the Adelaide District Court and convicted of four counts of unlawful sexual intercourse. He was sentenced to four years imprisonment on all counts with the sentence being suspended. He was placed on a bond to be of good behaviour for three years.

Capacity Inquiries – Part 7, Section 38
Inquiries are held pursuant to Part 7, section 38 of the Act to determine whether a registered teacher’s capacity to teach is seriously impaired by an illness or disability affecting the person’s behaviour or competence as a teacher.

A registered teacher was found to be seriously impaired by an illness involving a major depressive disorder which affects her behaviour and competence to practise as a teacher. Her registration as a teacher was suspended until further order of the Board.

A registered teacher was found to be seriously impaired by the illness Bipolar Affective Disorder which affects her capacity to be a teacher. Her registration was cancelled with immediate effect.

A registered teacher was required to undergo an examination by a medical practitioner and authorise the medical practitioner to provide a report to the Board with the matter being adjourned to a future date.

A registered teacher was found (with the consent of the teacher) to be seriously impaired by an illness involving Bipolar Affective Disorder which affects her capacity to be a teacher. Her registration was continued subject to reporting conditions relative to her mental health.

Right of Appeal
Section 49 of the Act outlines the Right of Appeal against a decision of the Board to be instituted within one month of receipt of the written Reasons for Decision.

Appeals
There was one appeal to the Administrative and Disciplinary Division of the District Court against a decision of the Board made pursuant to Part 5 of the Act. The appeal related to conditions placed upon the grant of registration. The outcome of the orders made in the District Court were appealed by the Board on points of law to the Supreme Court. On 15 August 2013 the Judgment of the Full Court of the Supreme Court of South Australia confirmed the initial decision of the Board.
Enhanced Screening Process

The Minister for Education and Child Development announced, via a press release on 13 April 2013, proposed changes to the existing screening process undertaken by the Board in relation to the assessment of fitness and propriety. A Working Group that included representatives from the Teachers Registration Board (the Board), unions, employers and the Department for Communities and Social Inclusion was established to progress the proposed changes. After discussing a range of options, recommendations were presented to the Board for consideration.

On 25 October 2013, the Board, after seeking legal advice, determined that child protection information obtained from Families SA would be incorporated into its screening process to assess fitness and propriety for registration as a teacher.

The Board will seek the consent of applicants in the same way that it does in relation to National Police History Checks. Explicit guidelines regarding the scope of information released are currently being developed. A three month pilot program will commence from 1 March 2014. This will enable a proper review of the impact of implementation prior to the renewal of registration later in the year.

Information will be published on the Teachers Registration Board website on an ongoing basis from January 2014.

Assessment of Overseas Qualifications

Applicants who hold teaching qualifications awarded by an overseas higher education institution are required to have their qualifications assessed by the Board to determine whether they meet the minimum prescribed qualification requirements for teacher registration in South Australia.

In addition to determining whether the qualifications are comparable, in general academic terms, to the educational level of an Australian Bachelor Degree or Diploma, the qualifications must contain sufficient professional teacher education subjects, including the theory studies in pedagogy and the supervised teaching practice component.

For qualifications to be recognised by the Board the following criteria must be met:

- the qualification (or combination of qualifications) is comparable to the educational level of at least four years of full-time (or part-time equivalent) higher education study in Australia, leading to the award of a recognised Bachelor degree or Diploma; and
- as part of those higher education studies, there is at least one year (full-time or part-time equivalent) of professional teacher education, including a minimum of 45 days of supervised teaching practice; and
- the professional teacher education studies must be in the area of either pre-primary, primary or secondary teacher education.

The official academic transcript is the best tool used by the Board in determining the content and structure of the qualification. The Board uses a variety of electronic databases to assist them in their assessment, including the Commonwealth Government’s online Country Education Profiles and the European database UK NARIC, as well as relying on the Board’s extensive library of precedent cases.

During the period 1 July 2012 to 30 June 2013 a total of 205 applications for assessment of overseas qualifications were assessed by the Board. Of these, 173 met the qualification requirements for registration as a teacher and 32 were refused. Those assessed as meeting the qualification requirements included applicants from the United Kingdom (65), South Africa (15), India (14), the Philippines (14), the United States of America (13), Singapore (4), Kenya (4), (3) applicants each from China, Fiji, Iraq, Ireland and Zimbabwe, (2) applicants each from Argentina, Egypt, Hong Kong, Hungary, Italy and the Netherlands, and (1) applicant each from 17 other countries.

Note: Applicants who are assessed as meeting the qualification requirements may not necessarily proceed to apply for registration as a teacher.
Assessment of Overseas Qualifications by Country: 1 July 2012 to 30 June 2013

Qualifications Approved: 1 July 2012 to 30 June 2013

- **Breakdown of 'Other':**
  - Bangladesh 1
  - Canada 1
  - Denmark 1
  - France 1
  - Ghana 1
  - Greece 1
  - Indonesia 1
  - Malaysia 1
  - Portugal 1
  - Saudi Arabia 1
  - Sri Lanka 1
  - Sweden 1
  - Taiwan 1
  - Turkey 1
  - Uganda 1
  - Ukraine 1
  - Uzbekistan 1

Assessment of Overseas Qualifications from 1 July 2009 to 30 June 2013

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<td>157</td>
<td>173</td>
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<tr>
<td>Qualifications Refused</td>
<td>40</td>
<td>37</td>
<td>28</td>
<td>40</td>
<td>32</td>
<td>177</td>
</tr>
<tr>
<td>Total</td>
<td>233</td>
<td>210</td>
<td>192</td>
<td>197</td>
<td>205</td>
<td>1037</td>
</tr>
</tbody>
</table>

Statistical Information

New Applicants granted registration for the period 1 July 2012 to 30 June 2013

<table>
<thead>
<tr>
<th>Application Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>251</td>
</tr>
<tr>
<td>Exit Student</td>
<td>1,077</td>
</tr>
<tr>
<td>Interstate</td>
<td>243</td>
</tr>
<tr>
<td>Mutual Recognition</td>
<td>248</td>
</tr>
<tr>
<td>Overseas</td>
<td>156</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,955</strong></td>
</tr>
</tbody>
</table>
**Statistical Information (Continued)**

### Age Distribution of Registered Teachers by Age Bracket as of 30 June 2013

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>85+</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>80-84</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>75-79</td>
<td>44</td>
<td>25</td>
<td>69</td>
</tr>
<tr>
<td>70-74</td>
<td>1367</td>
<td>808</td>
<td>2175</td>
</tr>
<tr>
<td>65-69</td>
<td>3154</td>
<td>1653</td>
<td>4807</td>
</tr>
<tr>
<td>60-64</td>
<td>3922</td>
<td>1099</td>
<td>5021</td>
</tr>
<tr>
<td>55-59</td>
<td>3044</td>
<td>1080</td>
<td>4124</td>
</tr>
<tr>
<td>50-54</td>
<td>2699</td>
<td>839</td>
<td>3438</td>
</tr>
<tr>
<td>45-49</td>
<td>2898</td>
<td>906</td>
<td>3804</td>
</tr>
<tr>
<td>40-44</td>
<td>2630</td>
<td>930</td>
<td>3560</td>
</tr>
<tr>
<td>35-39</td>
<td>3089</td>
<td>885</td>
<td>3974</td>
</tr>
<tr>
<td>30-34</td>
<td>2803</td>
<td>916</td>
<td>3719</td>
</tr>
<tr>
<td>25-29</td>
<td>862</td>
<td>204</td>
<td>1066</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26722</strong></td>
<td><strong>10112</strong></td>
<td><strong>36834</strong></td>
</tr>
</tbody>
</table>

### Residential Location of Registered Teachers as of 30 June 2013

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA Metro</td>
<td>22487</td>
</tr>
<tr>
<td>SA Regional</td>
<td>12966</td>
</tr>
<tr>
<td>ACT</td>
<td>22</td>
</tr>
<tr>
<td>NSW</td>
<td>191</td>
</tr>
<tr>
<td>NT</td>
<td>143</td>
</tr>
<tr>
<td>QLD</td>
<td>158</td>
</tr>
<tr>
<td>TAS</td>
<td>33</td>
</tr>
<tr>
<td>VIC</td>
<td>289</td>
</tr>
<tr>
<td>WA</td>
<td>62</td>
</tr>
<tr>
<td>Overseas</td>
<td>483</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36834</strong></td>
</tr>
</tbody>
</table>

### Registered Teachers in South Australia by Postal Area as of 30 June 2013

[Map showing distribution of registered teachers by postal area]
The Board receives many enquiries on a variety of issues. While today we try to collate our answers to these common enquiries in the Frequently Asked Questions section of our website, in 1997 the Board included a section in the newsletter titled '20 Best Kept Secrets!'

This was the banner for the first ever newsletter, produced in September 1984. The original newsletter covered a range of issues that had arisen since the Board’s formation in 1976.

The second newsletter covered the inaugural National Registration Conference. This was a valuable way for the teacher regulatory bodies of the time (South Australia, Victoria, Queensland and New South Wales) to exchange information. Similar conferences are still held annually.

The third newsletter ran an article about how teachers could move freely between Australian States and be granted reciprocal forms of teacher registration easily. This concept of reciprocal registration was later formalised with the proclamation of the Mutual Recognition Act 1992 (Cwlth).

This newsletter featured the media release from then-Premier Dean Brown regarding the State Government’s support for the Teachers Registration Board and its opposition to Federal plans to deregulate the profession. As of 2011, every State and Territory of Australia now has its own teacher regulatory body.

The Board experimented with a full colour format. Unfortunately, the costs for a full colour version were too prohibitive for this to be considered an option again until 1999.

Rules for Teachers 18

1. Teachers must be clean persons; they must show good manners, and teach the right, and do the wrong.
2. Each teacher must bring a book of poems and a Bible, and they must be read at least once a week.
3. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
4. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
5. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
6. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
7. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
8. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
9. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
10. They should be clean persons; they must show good manners, and teach the right, and do the wrong.
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1984

1985

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The newsletter changed its format and reported there were 32,000 registered teachers in South Australia; currently, there are over 36,000. This was the first newsletter to be sent to individual teachers; prior to this, newsletters were sent to all sites.

The Board experimented with a full colour format. Unfortunately, the costs for a full colour version were too prohibitive for this to be considered an option again until 1999.

In its first full colour newsletter since 1990, the Board provided information to teachers on the process to change from Provisional Registration status to Registration status. While the process has changed slightly, eligible teachers can now apply for transition from Provisional Registration status to (full) Registration status.

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One of the highlights from this newsletter was the 1872 Rules for Teachers, provided courtesy of the Loxton Historical Village.

The Board received many enquiries on a variety of issues. While today we try to collate our answers to these common enquiries in the Frequently Asked Questions section of our website, in 1997 the Board included a section in the newsletter titled ‘20 Best Kept Secrets!’
In 2000 the Board’s newsletter was formally titled ‘Registration Matters’, which has been its title ever since. The Board conducted a survey of 1000 registered teachers regarding their awareness of the Board and its communication strategies and used the newsletter as an opportunity to advise all teachers about this process.

In July 2001, the Board introduced a new Certificate of Teacher Registration. In the newsletter, the Board provided a template of the new certificate and information on the new elements recorded. The Board has, this year, introduced a new Certificate of Teacher Registration and has placed a similar article in this year’s newsletter.

The current newsletter format was established in 2007. This issue provided an overview of the new Code of Ethics launched by the Board, following an extensive consultation process.

The 2009 newsletter focused on recognising the contributions of mentor teachers and the valuable work they undertake with initial teacher education students.

In 2006 the focus of the newsletter was on the number of people from other industries and professions who have retrained to become registered teachers.
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The most recent newsletters have included articles about the Board’s sponsorship of teachers to attend conferences, as well as reports from other conferences attended by board members.

We hope you have enjoyed this brief journey through the past 30 years of the Teachers Registration Board Newsletter.
The Research Digest is a series of periodic digests produced by the Australian Council for Educational Research (ACER) for the Teachers Registration Board of South Australia. Each digest focuses on a single topical issue, and provides a review of major messages from research on the issue, with an emphasis on what the research means for teachers and teaching.

A key feature of this series of research digests is that each edition will focus on the Australian Professional Standards for Teachers (AITSL, 2012).

Issue Number 9, April 2013 is focused on theory, research and policy issues related to the teaching of critical thinking. This issue makes links to Professional Knowledge, Standard 1, Know students and how they learn, and Standard 2, Know the content and how to teach it. There are also clear links to Professional Practice, Standard 3, Plan for and implement effective teaching and learning, in relation to the focus areas of 3.1 - establishing challenging learning goals and 3.3 - use teaching strategies.

To read the April 2013 issue and previous issues of the digest, please visit the resources section of our website at www.trb.sa.edu.au.