

Strategic Plan

2022 - 2025

Acknowledgement of Country

The Teachers Registration Board acknowledges the Kurna People as Traditional Custodians of the land, sea, sky and waterways of the land on which we are located. We also acknowledge the Traditional Owners of all the lands where South Australian teachers work and live, and pay our respects to Elders past, present and future.

In Australia, the Traditional Owners represent the longest continuing cultures of teaching and caring for young people in the world.

The Teachers Registration Board recognises the importance of supporting today's teaching communities in bringing this knowledge into contemporary classrooms, to help build unity in culturally safe settings, where all teachers and students can reconcile and thrive.

Strategic Priorities

- **Improve** child safety - first and foremost
- **Reduce** regulatory burden during registration
- **Engage** with pre-service, early career teachers and aspiring registrants
- **Deliver** a sustainable organisation for the teaching profession
- **Embed** evidence-based risk assessment processes

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Our Purpose

Teacher regulation through predictive, preventative and aspirational approaches to teacher quality and child safety.

Our Vision

Exceptional teachers for a strong and diverse learning community, now and into the future.

Operating Principles

Safety & Wellbeing Focussed

- Foster early career teachers through engagement, support and research
- Enhance the high standards of the profession – teachers and aspiring registrants
- Initiate early, documented sharing of information to build reflective examination of allegations leading to robust hearing processes
- Future-proof systems and processes to embed appropriate triggers to anticipate needs
- Collaborate with initial teacher education providers to ensure high quality initial teacher education programs

Innovative Leadership

- Lead with confidence, empathy and commitment to a unified purpose
- Embrace aspiring registrants and early career teacher feedback to implement a timely, effective, personal-focus registration process
- Create opportunities for teachers and authority holders to embrace professional learning requirements that extend capability
- Work with the profession to build safe, adaptable, quality mechanisms for pathways into teaching
- Share experience, knowledge and information to build strong regulatory processes

Transparent, Sustainable, Accountable

- Demonstrate fair, principled and consistent decision-making for teachers
- Communicate regularly with current teachers and aspiring registrants to provide adaptable, proportionate processes
- Develop a Code of Conduct that reflects the high standards of the profession and the community
- Navigate policy change by demonstrating a research-led, evidence-based approach
- Plan for organisational sustainability in people, finances and systems

Efficient & Responsive

- Focus on teacher and learner outcomes in all decision making
- Collaborate with initial teacher education providers to support pre-service teachers transitioning into the profession
- Promote confidence in improved registration practice and system capability
- Implement predictive systems and processes to meet sustainable, measurable outcomes
- Advocate for a collaborative, integrated regulatory response in all we do – communicating clearly and widely

Our Values

Collaboration



Effective partnerships with teachers, ITE providers & the community

Innovation



Balancing opportunity & risk in the pursuit of continual improvement

Integrity



Accountability by demonstrating ethical conduct & honesty

Transparency



Information & accurate communication delivered in a timely manner

Our Commitment

- Regularly review agency performance against Strategic Plan & agreed Values
- Adhere to principle of independence in undertaking our functions
- Communicate with, inform & work effectively with Government
- Strengthen strategic relationships with co-regulators, education sectors & community
- Focus on long-term financial viability with effective systems & processes



Shared Values
SA GOV

Strategic Objectives

	Safety & Wellbeing Focussed	Innovative Leadership	Transparent, Sustainable, Accountable	Efficient & Responsive
Our Objective	<ul style="list-style-type: none"> To uphold public confidence and trust in the teaching profession 	<ul style="list-style-type: none"> To become an innovative regulator promoting quality teaching 	<ul style="list-style-type: none"> To prioritise organisational sustainability 	<ul style="list-style-type: none"> To build a highly engaged and supported teacher base
Our Focus	<ul style="list-style-type: none"> Embed an evidence-based approach to child safety through risk evaluation Influence and respond effectively to a national commitment to teacher suitability and quality 	<ul style="list-style-type: none"> Influence state and national teacher regulatory policy to achieve contemporary solutions Work towards being a high performing and diverse agency 	<ul style="list-style-type: none"> Fit-for-purpose organisational sustainability Contemporary, robust, data-driven solutions in line with community values 	<ul style="list-style-type: none"> Understand pre-service and early career teacher needs to provide contemporary responses in a rapidly changing education sector Community voice at the heart of decision-making
Strategic Challenges & Opportunities	<ul style="list-style-type: none"> Effective teacher regulation through predictive, preventative and aspirational approaches during periods of high supply demand and teacher mobility 	<ul style="list-style-type: none"> Set high standards for leadership during workforce supply challenges and pre-service teacher accreditation demands, whilst future-proofing anticipated cross-border movement. 	<ul style="list-style-type: none"> Ensure long-term financial viability whilst improving processes and systems as fit-for-purpose 	<ul style="list-style-type: none"> Retention of teachers on the register regardless of career stage
Strategic Actions	<ul style="list-style-type: none"> Develop and promote a profession-wide Code of Conduct Build pre-service teacher and early career teacher knowledge of a developed Code of Conduct Revise the Code of Ethics Establish and communicate appropriate links between Code of Conduct breaches and unprofessional conduct Embed employer understanding of notification requirements, focussing on long day care centres Build public confidence in Board reputation by delivery of consistent and fair disciplinary outcomes Build co-regulator information sharing opportunities in SA Promote effective information sharing capability between national regulators Embed a risk management framework to assess harm to children Refine alignment of Board systems and processes with WWCC scheme Evaluate and share research into unprofessional conduct Enhance understanding of teacher competence 	<ul style="list-style-type: none"> Build on Board and agency support to drive innovation Enable individual teacher ownership of registration by providing an adaptive ICT platform Develop policies and programs to respond to emerging issues Use professional teaching standards to promote the teaching profession Evaluate criteria, process and framework to address alternate teacher pathways Support teacher transition to full registration Enhance initial teacher education experience through robust accreditation practices Assure teaching standards when recognising equivalent occupation proposals under automatic mutual recognition Strengthen teacher and special authority holder professional learning Enhance leader capability to manage teams and staff wellbeing and resilience 	<ul style="list-style-type: none"> Address current and future cost pressures Focus on achieving long-term financial and organisational sustainability Enhance understanding of teacher attrition rates through research and communication of findings Use information-led, secure and fit-for-purpose systems and processes Leverage emerging ICT platforms to increase agility to manage registration activities and cross-border teacher movement Adhere to risk appetite commitments Actively implement and refine succession planning Increase measures to improve environmental sustainability Use Public Registers as an appropriate tool for sharing information on teachers and authorisation holders 	<ul style="list-style-type: none"> Engage proactively with stakeholders about teacher suitability, teacher quality and regulation Deliver and communicate world class front-line services for registration Co-create solutions to identified process issues Develop and implement an interactive model of social media strategy focussing on early career teachers and aspiring registrants Support evaluators with transition to full registration process Embed processes to measure staff responsiveness to stakeholder-led evaluation Redesign work-flows to capitalise on stakeholder identified needs Evaluate implemented Code of Conduct as against wider community expectations Build and foster staff performance Invest in staff capability, developing key relationships with co-regulators and government agencies to model best practice Build public confidence by timely review of teacher service complaints Strengthen agency understanding of regulatory impact on stakeholders
Outcomes	<ul style="list-style-type: none"> Code of Conduct being used as a guidance tool by the profession Professional learning framework being used for incompetence matters Compliance actions taken in respect of teachers audited Regular training and information being provided to employers on notification requirements Increased MOU information sharing to underpin automatic mutual recognition Suitability to teach criteria across sectors and jurisdictions agreed upon Suitability to teach framework established and published Use of child-focussed risk framework to inform investigative approach reviewed Demonstration of practices ensuring natural justice for teachers under investigation Functionality of public register of disciplinary action reviewed 	<ul style="list-style-type: none"> Policies and processes for implementing automatic mutual recognition in areas of teacher suitability established Increased engagement with wider community, profession, education sectors and initial teacher education providers on innovative practices Pathway challenges to teacher entry and retention acknowledged Effective stakeholder feedback loop developed and implemented Accreditation processes for consistency and equity reviewed Increased teacher understanding and use of personal portal Reviewed approach to professional learning to align with national initiatives 	<ul style="list-style-type: none"> Review of public registers functionality to assist registrants and employers to future-proof for automatic mutual recognition An agile teacher-focussed registration toolkit for staff and teachers developed and communicated Systems and processes assessed for effective, fit-for-purpose capability to identify interim solutions during whole system analysis Engagement undertaken widely to develop ICT platforms to meet long-term needs Effective national co-regulator relationships built to achieve commitment to information sharing solutions Financial sustainability built through long-term modelling and knowledge of teacher attrition and cross-border movement Staff knowledge of occupational equivalence in teaching increased Staff and Board risk assessment capability enhanced Commitment to biennial Board evaluation of its performance Regular, small-gain wins in environmental sustainability achieved 	<ul style="list-style-type: none"> Pro-active engagement with preservice teachers and ITE providers to ensure an efficient registration process for graduates Use of info-line reviewed and overarching strategic communication plan for pre-service and early career teachers developed Timely, accurate and consistent advice given to assist applicants, registrants and employers Staff training increased to promote consistent, accurate assessment of applications Staff merit appointment for superior service delivery 12 month review evaluating community response to implemented Code of Conduct Regular surveys of teacher response to front-line service delivery Teacher responsiveness to website and social media capability is increased