

Our ref: 50-SF26-5758

31 July 2026

Secretary to the Committee
The Legislation Scrutiny Committee
Legislative Assembly of the Northern Territory
LSC@nt.gov.au

Dear Secretary

RE: Education Standards and Registration Board Bill 2026

Thank you for your correspondence dated 23 July 2026 inviting submissions to the Legislation Scrutiny Committee's inquiry into the *Education Standards and Registration Board Bill 2026* (the Bill).

On behalf of the Teacher Registration Board of the Northern Territory (TRB), I provide the following submission for the Committee's consideration. The Board recognises the Government's intention to reduce duplication and strengthen administrative efficiency through the establishment of a single Education Standards and Registration Board. We acknowledge the objectives of the Bill and support efforts to improve regulatory effectiveness across the education sector.

The Board respectfully raises several matters that warrant further consideration to ensure the legislation provides sufficient clarity, preserves professional expertise, and supports a successful transition.

1. Composition of the Board and Appointment of Members

Sections 6 and 9 of the Bill provide that Board members, the Chairperson and the Deputy Chairperson are appointed by the Minister.

While section 6 identifies a range of desirable skills and expertise, including teaching and learning practice, education systems, workforce development, law, regulatory practice and corporate governance, the Bill does not expressly require the appointment of registered teachers, school leaders or other practising education professionals to the Board.

The Board notes that the proposed skills-based model may result in decisions affecting teacher registration, professional standards and child safety matters being made by individuals who do not possess direct professional teaching experience.

The Committee may wish to consider whether the Bill should provide greater certainty regarding:

- minimum teaching profession representation on the Board;
- representation from school leadership and education sectors;

- the process used by the Minister to assess the balance of skills and expertise required under section 6(3); and
- whether the Board should have a role in selecting or recommending its Chairperson and Deputy Chairperson, consistent with governance practices adopted by many statutory boards.

The Committee consider whether sections 6 and 9 should be amended to ensure adequate representation of registered teachers and educational practitioners and to provide greater transparency regarding appointments to leadership positions.

2. Professional Conduct, Investigations and Inquiry Committees

The proposed amendments to the *Teacher Registration (Northern Territory) Act 2004*, particularly sections 58 and 59 of the Bill, alter the composition requirements for investigators and inquiry committees.

Under the current arrangements, inquiry committees commonly include both educational professionals and legally qualified members. This approach ensures educational expertise informs assessments of professional teaching practice, while legal expertise supports procedural fairness and legislative compliance.

The Board notes that proposed section 60, as amended by clause 59 of the Bill, requires only that inquiry committee members possess "relevant expertise or experience". The legislation does not expressly require teaching expertise or experience in professional teaching standards.

Given that inquiries may involve allegations relating to professional competence, professional conduct and child safety matters, the Board considers that educational expertise should remain a core component of the inquiry process. It is noted that practitioners have an informed awareness of what child safety looks like in practice.

The Committee consider whether clause 59 should be amended to require at least one member of an inquiry committee to possess substantial teaching, school leadership or teacher regulatory experience.

3. Ambiguity Regarding Committees Established by the Board

Section 29 of the Bill permits the Board to establish committees and appoint any person as a committee member, whether they are Board members.

The Board notes that the Bill does not prescribe minimum expertise requirements for committee membership, nor does it require professional representation from the teaching profession.

Given that committees may perform significant functions delegated by the Board under section 28, further clarification regarding committee composition may strengthen confidence in decisions affecting teachers, students and schools.

The Committee consider whether section 29 should specify minimum professional expertise requirements for committees exercising delegated registration or professional conduct functions.

4. Inconsistency in Commencement and Transition Arrangements

The Board notes an apparent inconsistency between the commencement provisions in section 2(3) of the Bill and the Minister's media release of 22 July 2026.

The media release states that implementation of the new arrangements will occur on 1 February 2027, while section 2(3) provides that the substantive provisions of the legislation will commence on a date fixed by the Administrator, and no later than 5 April 2027.

This discrepancy may create uncertainty for stakeholders and operational planning.

The Board further notes that February is the busiest operational period for teacher registration services, following annual renewal and registration activities undertaken throughout December and January.

The Committee seek clarification regarding the intended commencement date and whether the proposed implementation timeframe appropriately reflects the operational demands associated with teacher registration functions.

The Board would like the committee to consider that if the February date is adhered to, that communications on the implementations may occur during teacher standdown also known as school holidays. The Board considers that the implementation would be beneficial in term one when schools and staff are established in the new school year.

5. Transition and Recognition of Existing Governance Structures

The Bill abolishes the current Teacher Registration Board and NT Board of Studies through the transitional provisions contained within Part 5 of the legislation.

The Board supports an orderly transition; however, the implementation process should appropriately recognise the contributions of current and former Board members, committee members and Directors who have carried statutory responsibilities for many years.

Effective stakeholder engagement and communication will be essential to preserving organisational knowledge and ensuring continuity of regulatory functions during transition.

The Committee encourage the development of a formal transition and stakeholder engagement strategy to support implementation of the new governance arrangements and retention of institutional knowledge.

The Teacher Registration Board acknowledges the Government's intent to improve efficiency and reduce duplication through the establishment of a single Education Standards and Registration Board. However, the Board considers that additional clarity in relation to Board composition, inquiry committee expertise, committee governance and

implementation arrangements would strengthen the Bill and assist in maintaining public confidence in teacher regulation and professional standards.

Thank you for the opportunity to provide this submission.

Yours sincerely



Lorraine Hodgson
Chair Teacher Registration Board

Attachment A: Minister of Education and Training – Media Release

From: Minister Hersey
To: [REDACTED]
Subject: Bill to reduce red tape and duplication for Northern Territory teachers introduced to Parliament
Date: Wednesday, 22 July 2026 10:30:39 AM



Jo Hersey

Minister for Education and Training

Media Release

Bill to reduce red tape and duplication for Northern Territory teachers introduced to Parliament

22 July 2026

- The *Education Standards and Registration Board Bill 2026* has been introduced to Parliament today.
- The bill merges the function of 2 existing boards and will reduce red tape and duplication teachers and educators experience on a day-to-day basis.
- Throughout the transition and under the new statutory board there will be no changes to teacher registration requirements, child safety checks, curriculum functions and Year 12 Certificate arrangements.

The Finocchiaro CLP Government has today introduced the *Education Standards and Registration Board Bill 2026*, which will reduce red tape and duplication that teachers and educators experience on a day-to-day basis.

The new independent statutory board, the 'Education Standards and Registration Board', will merge the functions of the NT Board of Studies (NTBOS) and the Teacher Registration Board (TRB).

The Bill implements all recommendations of the [Northern Territory Board of Studies and Teacher Registration Board review](#) which examined opportunities to strengthen governance and improve operational efficiency.

Minister for Education and Training, Jo Hersey, said the reforms will streamline regulatory

requirements for Northern Territory teachers and educators.

"In our year of growth, certainty and security, the CLP Government is delivering for Territory teachers and educators to reduce red tape and strengthen accountability," Minister Hersey said.

"We want teachers to be able to focus on delivering quality education in our classrooms and be supported by an efficient and effective regulatory system.

"The reforms will strengthen governance, improve administrative efficiency and support high-quality educational outcomes across the Territory."

There are no changes to teacher registration requirements, child safety checks, curriculum functions and Year 12 certification arrangements, which will continue throughout the transition and under the new statutory board.

Subject to passage of the legislation, implementation of the new arrangements will occur on 1 February 2027 and the NTBOS and TRB will continue to operate and perform their statutory functions throughout the transition period.

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