



**TASSO SUBMISSION**  
to  
Teachers Registration Act Review

***We're in this together.  
We speak as a proud voice for families within the  
Tasmanian State School community to  
ensure their needs and ideas are heard.***

## **Acknowledgements**

### *Acknowledgement of Country*

Tasmanian Association of State School Organisations pays respect to the Palawa people as the Traditional Custodians and first educators of the land in beautiful Lutruwita, Tasmania.

We pay respect to elders past, present, and emerging and acknowledge their deep connection to country.

We also express our gratitude that we share this land today, our sorrow for some of the costs of that sharing, and our hope and belief that we move to a place of equity, justice, and partnership together.

### *Acknowledging Parents*

TASSO acknowledges parents and caregivers as the first educators in their child's life. We celebrate and honour the diversity of families and recognise the vital role family and community play in supporting children and young people throughout their learning journeys.

TASSO prepared this submission with consideration of feedback provided by Tasmanian parents and caregivers. We extend our appreciation to all who have shared their experiences with us.

## **Background**

Who is TASSO?

The Tasmanian Association of State School Organisations (TASSO) is the peak body representing the parents and community who form the School Association within Tasmanian government schools.

We represent the School Associations of all government schools in Tasmania.

Our work includes providing essential training, resources, and support to school association committees. Most importantly, we help them meet their constitutional requirements, support office-bearers in their roles, facilitate valuable networking opportunities, and advocating for government education. Together School Associations can do great things.

At TASSO, we believe in the value of government education. We are committed to making sure that state school education in Tasmania delivers the best possible education for all our Tassie kids. We speak as a proud voice for families to make sure their needs and ideas are heard.

*Contact:*

Jessica Bennett  
Operations Manager  
[manager@tasso.org.au](mailto:manager@tasso.org.au)

## **Introduction**

TASSO firmly believes that every student deserves to be educated and engaged by teachers who are connected to their learners, competent in their practice, and providing safe learning environments; with appropriate protections in place to ensure their physical, emotional and psychological wellbeing.

There is a strong body of evidence demonstrating that student engagement is directly linked to learning outcomes, and that the quality of teaching is one of the most significant in-school factors influencing that engagement. In other words, when teachers are well-equipped and supported, students are more likely to thrive.

TASSO views the core function of teacher registration as establishing and upholding minimum standards for teachers' education and professional competence. As with other professions, such as accounting and healthcare, registration should not only signify that a practitioner meets entry-level qualifications, but also that they are subject to ongoing expectations around ethical conduct, professional discipline, and continuous development.

A robust and accountable registration scheme is therefore essential. It ensures that the teaching workforce remains current, capable, and committed to best practice.

The cost of poor teaching practice or insufficient skill is high. When a teacher is not effective, an entire cohort of students can be set back, losing the equivalent of a year's worth of growth in their learning. A consequence no education system can afford to overlook.

## **Open and Transparent Information**

TASSO maintains that participation in any regulated profession, particularly one as influential as teaching, should be open, transparent, and subject to consistent public accountability.

At present, the Teachers Registration Board (TRB) provides only limited information through its public register: a teacher's name, registration type, and expiry date. While this meets a basic requirement, it falls short when compared with the transparency standards set by other professions, both within Tasmania and nationally.

In professions such as health, engineering, accounting, and the trades, it is standard practice for:

- All practitioners to be registered, with public access to verify credentials.
- Information to include registration conditions, disciplinary history, and professional limitations or endorsements.
- Registration to be contingent upon continuous professional development aligned with industry-recognised standards.
- Details of current employment or practice location to be visible and up to date.

For example, the Australian Health Practitioner Regulation Agency (AHPRA) offers a public register that includes:

- The name and status of the practitioner.
- Registration type, expiry, and any conditions or limitations.

- Disciplinary actions or restrictions, including undertakings or reprimands.
- Educational qualifications and additional endorsements.
- Primary place of practice or region.
- Codes of ethics or professional standards the individual has committed to.

Similarly, professions such as electricians, plumbers, builders, data cablers, accountants, engineers, and IT professionals often fall under industry-led or government-regulated systems that demand transparent registration and accountability. In Tasmania, many of these are overseen by Consumer, Building and Occupational Services (CBOS) or national bodies.

TASSO contends that the teaching profession, given its critical role in shaping our children's development, should be held to an equally high standard of openness. Transparent teacher registration supports not only public confidence in the profession, but also strengthens safety, accountability, and the overall quality of education delivery.

#### **Key Points:**

- Expand public access to registration data to include qualifications, restrictions, disciplinary history, and conditions, consistent with standards in other professions.

#### **Provisional Registrations**

TASSO supports a structured and time-bound approach to provisional teacher registration, underpinned by transparency, accountability, and a commitment to teacher development.

Provisional registration should be limited to a maximum of three years and accompanied by a clear, publicly accessible action plan that outlines professional undertakings, mentoring arrangements, and milestones toward full registration. This process should reflect a genuine transition phase; one that develops capability, confidence, and professional competence.

Currently, around 33% of Tasmanian teachers hold provisional registration. While this includes many early-career teachers, the high proportion signals the need for closer examination of support structures and progression pathways. Extended or indefinite provisional registration risks impacting educational quality and professional credibility.

School leaders, including senior staff and principals, play a vital role in supporting provisionally registered teachers. However, this responsibility must be properly resourced, recognised, and balanced against other leadership demands. Without systemic support, the capacity of schools to provide high-quality mentoring and guidance is limited.

TASSO also calls for a review of Initial Teacher Education (ITE) programs. University degrees should be redesigned to embed the practical knowledge and capabilities required for full registration. This shift would better align graduate outcomes with classroom expectations, reduce the post-entry burden on schools, and improve teacher readiness from the outset.

Furthermore, as an organisation, TASSO believes that the monitoring and evaluation of schools where provisional teachers are not progressing toward full registration is critical. Schools where provisionally registered teachers remain in limbo without structured progression should be

subject to review. Systemic intervention and support should be actioned where necessary to ensure that all teachers are given fair and effective opportunities to develop, and that students are not disproportionately impacted by stagnation in teacher capability.

Provisional registration must not become a resting place. With clear time limits, structured support, accountable pathways, and stronger alignment between university and professional practice, Tasmania can ensure that every teacher progresses confidently—and competently—into their role as a fully registered educator.

### **Key Points:**

- Limit provisional registration to 3 years.
- Mandate structured support plans, mentoring, and milestones.
- Monitor and act on schools not progressing provisional teachers.
- Restructure ITE programs to align with full registration requirements.

### **Linking of Data**

TASSO supports the enhanced use and integration of data to ensure the safety, competency, and professional accountability of all teachers and educators working with children and young people.

The TRB should have full and secure access to key data sources relevant to the registration and oversight of educators. This includes employment records, Working with Vulnerable People (WWVP) registration status, and safeguarding information. Such access is essential to ensure timely and appropriate action where risks or concerns are identified, and it aligns with the *National Teacher Workforce Strategy*, which emphasises the need for robust systems that improve the quality and safety of the teaching profession.

It should be mandatory for all schools and learning institutions, regardless of sector, to notify the TRB of all teaching staff in their employ, including relief teachers, teacher aides, practicum placement students, and any other staff involved in the delivery of education. Consistent reporting across all educational settings strengthens system-wide transparency and helps prevent individuals from moving between institutions without appropriate oversight, further supporting the safety and integrity of the educational environment.

TASSO also supports the TRB being empowered to share and receive data with interstate teacher registration bodies. A nationally coordinated system would represent a significant step forward in ensuring compliance, continuity, and accountability across state and territory borders, particularly in relation to disciplinary actions and safeguarding matters. This would contribute to a more cohesive national approach to teacher registration and child protection, in line with the Australian government's broader efforts to improve educational standards and student welfare.

Additionally, TASSO believes that student outcome data should be linked to teacher registration systems to support continuous improvement and uphold professional standards. While individual student outcomes are influenced by many factors, aggregate data over time may provide insight into patterns of professional practice. Where consistent underperformance is

evident, this data could inform support strategies, performance reviews, or regulatory intervention by the TRB.

Robust, ethical, and privacy-aware data linkage between agencies is a necessary evolution of professional oversight in education. Done well, it will strengthen public trust, improve quality assurance, and ensure every child is taught and supported by professionals who are both capable and accountable.

#### **Key Points:**

- Give the TRB access to employment, WWVP, and safeguarding data.
- Mandate reporting of all educational staff across all sectors.
- Enable TRB data-sharing with interstate bodies.
- Link student outcomes to teacher registration for quality monitoring.

#### **Teachers Charged with Offences**

TASSO believes that the safety of students must remain the highest priority in all regulatory and employment decisions concerning educators. Where a teacher is charged with a serious criminal offence, there must be mechanisms within the registration framework to impose immediate, proportionate conditions, similar to the powers held by AHPRA.

Currently, the Act does not appear to provide a clear mechanism for imposing conditional registration or modified duties where charges have been laid but a conviction has not yet occurred. In the interest of safeguarding and public confidence, the establishment of a separate registration category, such as “conditionally registered pending investigation”, may be required.

This is a complex area. Schools require staff to maintain active registration as a condition of employment. However, if registration is suspended or revoked pre-emptively due to a charge, not a conviction, this may trigger employment termination before legal processes are complete. Such situations highlight the need for a carefully balanced framework that protects children and upholds professional integrity, while also ensuring procedural fairness for educators.

TASSO supports the development of a legislative and regulatory model that allows for conditional registration in serious matters under investigation. This would allow teachers to be restricted from high-risk duties (such as unsupervised student contact) while enabling due process to occur.

As with other regulated professions, transparency, fairness, and child safety must guide decision-making. A well-structured conditional registration process would help maintain this balance, ensuring that neither students nor staff are placed in vulnerable or unjust positions.

#### **Key Points:**

- Introduce conditional registration for teachers under investigation.
- Align with AHPRA-style provisions to safeguard students and preserve due process.

## **Interstate & Automatic Mutual Recognition**

TASSO asserts that all teachers working in Tasmania must be registered with the TRB, regardless of whether they hold registration in another jurisdiction. This ensures consistency in professional standards, oversight, and safeguarding for all students in the state.

While the principle of Automatic Mutual Recognition (AMR) seeks to reduce administrative barriers across states, it must not undermine the integrity of local registration systems. Teachers working in Tasmanian schools should not be permitted to operate solely under a registration issued elsewhere, unless a nationally integrated system is established.

TASSO supports the long-term development of a national teacher registration framework, similar to the model used by the AHPRA. Such a system would allow teachers to move across state and territory borders while maintaining consistent professional standards, transparent disciplinary records, and clear pathways for data sharing and compliance.

Unless and until such a national system is created, the requirement for all teachers to be registered with the TRB must remain in place to uphold local oversight, safeguard students, and ensure the accountability of the profession within Tasmania.

### **Key Points:**

- Require Tasmanian TRB registration for all teachers working in Tasmania.
- Support development of a national registration framework similar to AHPRA.

## **External Assessment & Professional Development**

TASSO asserts that Continuous Professional Development (CPD) requirements must be meaningful, relevant, and aligned with a teacher's current role and subject area. While all educators benefit from a broad understanding of pedagogical practice, the depth and focus of CPD should be role and need specific. For example, greater value should be placed on a high school mathematics teacher engaging in content specific development in mathematics and related disciplines, rather than unrelated topics such as early literacy or phonics.

CPD should represent genuine professional learning, not administrative meetings or routine school operations. Teachers should have access to high-quality development opportunities that enhance their subject expertise and pedagogical effectiveness, and these should be clearly distinguished from general workplace obligations.

Other professions, such as the Australian Computer Society (ACS) and ISC<sup>2</sup> for cybersecurity professionals, have established CPD frameworks that include structured self-reporting systems, verified by certificates of attendance or statements of attainment. Similarly, building practitioners are required to maintain proof of learning as part of their professional obligations. The "gold standard" in CPD accountability remains independently verified completion records, rather than informal logs.

To reduce the administrative burden on teachers, CPD data should be automatically recorded upon completion of accredited training, through integrated data systems between professional



learning providers and the TRB. This would streamline compliance and allow teachers to focus on learning, not paperwork.

A modern, transparent, and efficient CPD system that supports career development while maintaining professional standards is essential. TASSO supports the adoption of best-practice systems that combine flexibility for teachers with robust verification and meaningful professional growth.

#### **Key points:**

- Ensure CPD is role-specific and meaningful.
- Record CPD automatically through integrated systems to reduce teacher admin.

#### **Registration Categories**

TASSO supports the expansion and refinement of teacher registration categories to better reflect the diverse roles and responsibilities within contemporary education. A one-size-fits-all approach no longer meets the needs of students, schools, or the education workforce.

- **Non-Practising Category**

TASSO supports the inclusion of a non-practising registration category for qualified teachers who are not currently working in schools but wish to retain a pathway back into the profession. This encourages workforce retention, particularly for those on parental leave, in alternative careers, or between positions.

- **Senior Secondary Industry Experts**

A specific category should exist for industry professionals delivering adult-style, semi-supervised instruction—particularly in the senior secondary college space. These educators often bring valuable, real-world expertise in specialist subjects where the availability of fully qualified teaching staff is limited. Creating a dedicated registration pathway would recognise their contribution, ensure safeguards are in place, and allow flexibility in staffing without compromising student learning or wellbeing.

- **Relief Teaching Only**

Category TASSO supports a distinct registration category for relief teachers, allowing for appropriate oversight and tailored compliance requirements while acknowledging the unique nature of their work. This would ensure relief staff meet core professional and safeguarding expectations, without unnecessary administrative burdens.

- **Teacher Assistant Registration**

TASSO supports the creation of a registration or accreditation process for Teacher Assistants (TAs). TAs play a critical and increasingly complex role in classrooms, often working directly with students in instructional and wellbeing support capacities. Ensuring appropriate vetting, recognition, and tracking of this workforce is a necessary evolution in education oversight.

Expanding registration categories and improving tracking systems will help ensure that all adults in Tasmanian schools, regardless of title, meet consistent professional and safety standards. It will also support a more responsive and inclusive education workforce strategy.

**Key points:**

- Introduce non-practising, relief-only, industry expert, and TA categories.
- Improve systems to track all staff in schools, particularly those charged with crimes.

**Early Childhood Teacher (ECT) Registration**

While early childhood education is outside TASSO's direct remit, many of our member organisations have strong connections to the early years through their families. TASSO supports the inclusion of Early Childhood Teachers in a single, integrated registration system to ensure consistency, transparency, and safeguarding across the entire education spectrum.

**Conclusion**

TASSO thanks the Teachers Registration Board for the opportunity to contribute to this important review. As the peak body representing the voices of parents and carers in Tasmania's government school system, we believe teacher registration must reflect the trust families place in educators to guide and safeguard their children.

By strengthening standards, increasing transparency, and ensuring every teacher is equipped to deliver quality learning, we can build a system that supports student success and fosters public confidence. We welcome continued collaboration to shape a registration framework that truly serves our students, educators, families and school communities.