

FACT SHEET

Teachers Registration Bill 2026

The ***Teachers Registration Bill 2026*** (the Bill) gives effect to the Government's decision to update Tasmania's teachers' registration framework to ensure it is modern, child-safe, and nationally aligned. The Bill repeals and replaces the *Teachers Registration Act 2000* with a new Act.

The three principal elements of the Bill are to ensure that:

- Teachers, including those in early childhood education and care (ECEC) settings, are high quality and meet professional standards.
- Children are safe while they learn; and
- The legislative framework reflects modern regulatory practice and is fit-for-purpose.

Teacher Registration in Australia

Teacher registration in Australia is regulated by each jurisdiction and is guided by a framework agreed by all governments in the Australian Institute for Teacher and School Leadership (AITSL) *Framework for Teacher Registration in Australia 2024*. This framework sets out uniform principles for the registration of teachers in educational settings, including teachers in early childhood settings, across Australia. It supports a nationally consistent, principles-based approach to teacher registration that promotes high-quality professional standards. It has eight key principles that describe the benchmarks for entry and continuing membership of the teaching profession in Australia.

Teachers, including those in ECEC settings, are high quality and meet professional standards

Scope of Teacher Registration in Tasmania

Under the current Act, mandatory registration is limited to those teaching in government and non-government schools. This includes those teaching specialist vocational education and training programs in Tasmanian schools.

An updated regulatory framework is proposed that also provides for the registration of those teaching in non-school educational environments, currently comprising those in the ECEC sector and Child and Family Learning Centres.

Facilitating the introduction of teacher registration for professionals working in non-school settings offers the opportunity to formally recognise that teaching occurs across diverse environments, not only in schools. It strengthens child safety and the quality of teaching in those settings.

In 2021, along with all other states and territories, the Tasmanian Government committed to introducing registration for early childhood teachers working in the ECEC sector (such as long day care). This was reaffirmed in 2023. Most other states and territories have acted on this national agreement.

The majority of ECEC services are regulated under the *National Quality Framework* (NQF), a nationally agreed and jointly governed system that sets consistent standards for ECEC across Australia. A small number of services continue to be regulated under Tasmania's *Child Care Act 2001*. The regulation of the ECEC sector does not cover the registration of early childhood teachers, which is instead managed by state-based teacher registration authorities in most jurisdictions. Given that the ECEC sector is already regulated under the NQF or the Tasmanian Child Care Act, the Bill enables teacher registration to be done in a way that aligns with existing regulatory frameworks.

Registration will apply to early childhood teachers who hold a university early childhood teaching qualification approved by the Australian Children's Education & Care Quality Authority and are employed in designated teaching roles within regulated ECEC settings. This includes long day care and other services regulated under the *Education and Care Services National Law Act 2010*. It will not apply to educators employed in non-teaching roles, such as assistants, centre managers, relief staff, or Family Day Care providers who do not perform teaching duties.

Approximately 300 degree-qualified educators working in ECEC settings may be eligible for registration. Of these, only those specifically undertaking the role of an early childhood teacher would be required to register.

A three-year transition is proposed to ensure the sector and the Teachers Registration Board are well prepared and implementation is smooth.

Registration Categories

The *Framework for Teacher Registration in Australia* provides that a teacher should have an initial period of registration before meeting the requirements for full registration, and that full registration should be attained within five years of receiving provisional registration.

Provisional registration is intended to allow new graduates to be employed as a teacher and undertake the workplace learning and development that equips them to meet requirements

for full registration.

More than thirty per cent of the nearly 12,000 teachers in Tasmania are provisionally registered and have not undertaken the process to be fully registered. This includes experienced teachers who have taught for many years. There is no requirement in the current Act for full registration within a set timeframe.

Consistent with the national Framework, the Bill will require teachers to move from provisional to full registration within five years, bringing Tasmania into line with other jurisdictions and national standards.

Under the current Act, registration pathways also include a provision for authorisation to teach, which is operationalised through a 'Limited Authority to Teach'. The Board may grant this authorisation for up to two years, subject to specific conditions, to individuals with specialist skills and knowledge where a suitable teacher is not available or to students completing a teacher education program. This process has been renamed 'Alternative Authorisation to Teach' consistent with the *Framework for Teacher Registration in Australia*.

A new non-practising teacher category has been included in the Bill. This category would be available to fully registered teachers who are not currently performing teaching duties in educational settings but wish to maintain their professional registration status.

The specialist Vocational Education and Training registration category continues as in the current Act.

Provisional to Full Registration

Changes to the current full registration process have also been included in the Bill. This would further streamline it, while ensuring it remains robust, to help support teachers to make the transition from provisional to full registration.

In addition to streamlining the provisional to full registration process, the Bill also provides for provisionally registered teachers to be deemed as fully registered, provided they meet certain criteria. This process will be open to those with more than five years' experience and will be open for a three year period. Following this period, all teachers will have to go through the new streamlined provisional to full registration process.

Professional Learning

This Bill provides for Regulations to be developed setting requirements for professional learning by teachers. The *Framework for Teacher Registration in Australia* requires teachers to complete 100 hours of professional learning within each five-year registration cycle. This requirement would be set in Regulation to provide flexibility in the event there is a change to the Framework. Most teachers are already fulfilling this obligation through their normal

duties, including by attending employer mandated compulsory professional learning days. A wide range of activities will be able to be counted towards professional learning, providing flexibility for teachers working across a range of contexts and settings.

The *Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings* (Commission of Inquiry) recommended the completion of child safeguarding training for all teachers as a condition of registration and renewal. Such training is provided by employers and, therefore, it has been mandated for ongoing learning and renewal of registration.

Children are safe while they learn

The Commission of Inquiry made seven recommendations about teacher registration. These relate to information sharing, better tracking of who is teaching, the power for the Teachers Registration Board to issue infringement notices for non-compliance with the Act, immediate suspension where there is an unacceptable risk of harm to children, automatic mutual recognition, professional development and child safety training, and funding for the Teachers Registration Board. The Bill provides for the implementation of these recommendations.

The Commission of Inquiry's scope was to consider the Government's responses to child sexual abuse in institutional settings. The recommendations relating to teacher registration will flow on to those teaching in non-government schools as the same registration requirements apply regardless of school setting. They have also been broadened to protect children and young people from all forms of abuse.

Similarly, the proposed new regulatory framework means that the Commission's recommendations would extend to early childhood teachers in the ECEC sector and teachers in Child and Family Learning Centres.

Modern regulatory practice

The Bill also provides for:

- The inclusion of objects and principles.
- Clarification of functions and powers of the Teachers Registration Board; and
- Other miscellaneous amendments to support modern regulatory practice, for example:
 - Allowing the voluntary relinquishment of a teacher's registration, and
 - Allowing for electronic documentation, including for certificates of registration and notice of alternative authorisation to teach.

Implementation

It is anticipated that the legislative reforms in the Bill will commence by proclamation, with bulk sections of the legislation coming online within a three year period. This will ensure the system is ready to manage new requirements, without impacting the ongoing operation of the Teachers Registration Board.