



# ACT Teacher Quality Institute **Regulatory Framework**

JANUARY 2026



REGULATION

Quality teaching,  
child safety,  
purposeful progress

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## Message from the CEO

Quality teachers transform lives. Across our territory's public, catholic and independent schools, and early childhood settings, teachers open doors of opportunity for every child, building the resilient, capable adults of tomorrow.

The ACT Teacher Quality Institute (TQI) exists to support these remarkable professionals who turn learning spaces into vibrant communities where our children and young people can thrive. Teachers are the heart of our commitment to ensure every young Canberran receives the education they deserve, regardless of their circumstances.

The Regulatory Framework (framework) embodies three core principles: risk-based, responsive and right-touch regulation. This approach maintains high professional standards while reducing regulatory burden, creating an environment where teachers can focus on what matters most: supporting each student's unique education journey. We understand that quality teaching flourishes when skilled professionals are free to innovate and grow within a framework that champions both excellence and support.

The framework moves beyond mere compliance towards strategic enablement. It recognises that quality teaching is the cornerstone of an education system that truly serves all children – one that helps them overcome challenges, achieve their potential and develop into confident, capable adults. By supporting teachers through transparent, agile regulation, we help ensure every child benefits from educational excellence that responds to their individual needs.

Child safety standards are at our core. By embedding the ACT's Child Safe Standards Scheme and National Principles for Child Safe Organisations in our work, we foster learning environments where relationships flourish and communities grow stronger. Through partnerships across all education sectors, the TQI Board keeps our practices relevant and effective, while our comprehensive regulatory approach aligns with international best practices and national standards.

When we need to intervene, we respond proportionately, prioritising education and support while maintaining the high standards our community expects and our children deserve. Our approach recognises that teaching excellence grows from a foundation of professional trust and targeted support, promoting self-regulation.

Together with employers, teachers, universities and unions, we are creating an environment that promotes quality teaching, ensures safety and supports innovation in education. Every teacher matters in this mission to build strong, learning-focused communities. Every child benefits from our collective commitment to promoting and elevating the teaching profession in the ACT. Through quality teaching, we are building not just better educational outcomes, but stronger, more resilient communities for our shared future.

**Lyndall Read**  
Chief Executive Officer

## Executive summary

This document sets out the ACT Teacher Quality Institute's (TQI) approach to managing and responding to risk for ACT employers and teachers. The Regulatory Framework's (framework) objectives are to:

- register only those teachers who meet the eligibility requirements
- action regulatory interventions with a risk-based, responsive and right-touch approach
- promote self-regulation
- elevate the teaching profession
- be flexible and responsive
- uphold the Australian Professional Standards for Teachers (Teacher Standards).

The framework provides employers, teachers, our regulatory team and the community with clear information about our decision-making and regulatory requirements. It balances rigorous professional standards and essential safeguards with the imperative to minimise unnecessary regulatory burden on teachers.

For employers, partner with us to maintain high standards while ensuring your workforce's obligations are clear and manageable. For teachers, focus on what you do best – teaching – while we provide clear guidance and support for your professional obligations.

Together, we're creating an environment that promotes quality teaching, ensures safety and supports innovation in education because every teacher matters and every child deserves quality education.

Employers must comply with the *ACT Teacher Quality Institute Act 2010* (the Act). Teachers must comply with the Teacher Standards. If we receive a notification that an employer or teacher has not complied, we must investigate and decide an appropriate action. We have 9 tools we use to regulate employers and teachers in line with our mandate to register, regulate and elevate the teaching profession.

The framework is our approach to managing risk in the ACT teaching profession and is integral to our strategic objective of ensuring quality teachers. Three core principles underpin the framework:

- **risk-based regulation** – proportionate intervention based on identified risk levels
- **responsive regulation** – flexible, problem-based approaches in the framework
- **right-touch regulation** – minimising regulatory burden while maintaining essential safeguards.

**It benefits regulators, employers and teachers. Laws, instruments and regulations underpin our work, ensuring that we meet our mandate using the framework.**

By maintaining strong relationships with key stakeholders, we create a collaborative environment that promotes transparency, innovation and excellence in regulatory oversight while ensuring the framework responds to evolving needs. To enhance our regulatory effectiveness, we assess the framework's outcomes.

The Appendices include documents with extra information for anyone curious about the framework, including information about:

- what employers' obligations under the Act are
- what employers and teachers need to know about us and the framework
- how we handle regulatory notifications
- how we manage risk
- how the framework works as a continuous cycle
- who our stakeholders are
- what resources we used to create the framework.

**For detailed information and resources visit our [website](#) or contact us. The framework is a living document that evolves to meet the needs of our profession and community.**



Quality teaching arises when educators are empowered with professional autonomy within thoughtful frameworks. By embracing learning as a deeply human endeavour built on authentic relationships, we unlock not just academic success, but the profound joy that emerges when we honour teaching as both an art and a profession.

ACT EDUCATIONAL LEADERS 2025

# Applying the framework

Employers must comply with the *ACT Teacher Quality Institute Act 2010* (the Act). And teachers must comply with the Australian Professional Standards for Teachers (Teacher Standards). If we receive a notification that an employer or teacher has not complied, we must investigate and decide an appropriate action. We have 9 tools we use to regulate employers and teachers in line with our mandate to register, regulate and elevate the teaching profession.

## Employers have obligations

All employers must comply with sections 29, 67 and 70B of the Act. *Appendix 1* summarises an employer’s obligations under the Act.

**Section 29** sets out who can teach in a school. It is an offence to hire, engage or allow a person who is not an approved teacher to teach in a school. *The maximum penalty is 50 units.*

This is a strict liability offence, which means the prosecution doesn’t have to prove any kind of fault. All they must do is establish that this conduct happened. A court may find you criminally liable even if you were unaware, you were breaking the law or didn’t mean to break it.

Section 29 does not apply to an early childhood education and care service while early childhood registration is not mandatory.

**Section 67** sets out when employers must notify us about a teacher.

All employers must notify us if an approved teacher:

- becomes incapacitated and cannot do their job
- receives a negative notice under background checking laws
- has their Working With Vulnerable People (WWVP) registration restricted, suspended or ended.

These are ‘notification events’.

### Section 67

Employer has reasonable grounds for believing a s67 circumstance has occurred.

### Notify

Notify TQI if a teacher:

- becomes mentally or physically incapacitated
- receives a WWVP negative notice
- their WWVP registration status changes.

### Respond

Respond to TQI's s70C request for:

- further information relevant to a teacher's registration status.

### Monitor

Monitor and update TQI if:

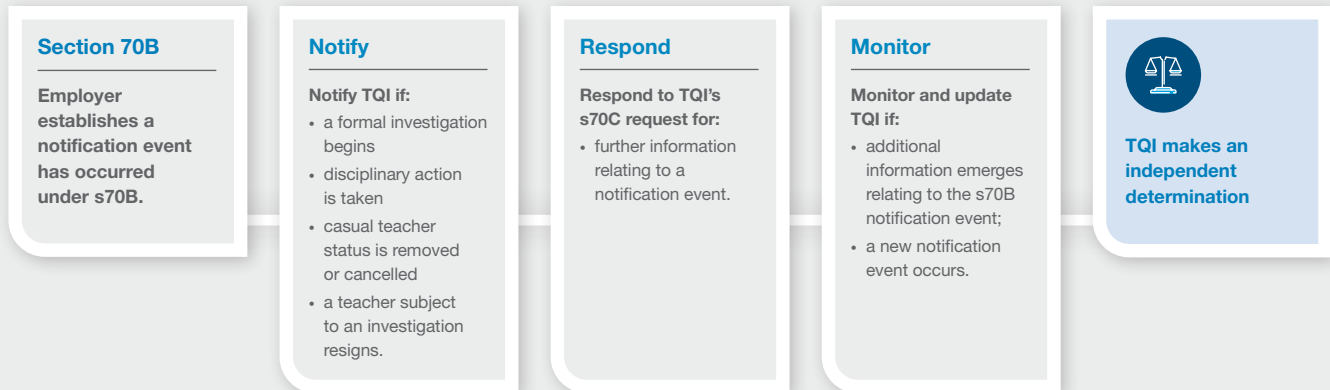
- additional information emerges relating to the s67 circumstance
- the employer takes (additional) action.



TQI makes an independent determination and notifies the employer.

**Section 70B** sets out when employers must notify us about a notification event. Employers must notify us within 5 days of a notification event.

It is an offence if an employer fails to notify us within this timeframe. *The maximum penalty is 50 units.*



Appendix 2 explains what employers need to know about the framework (see page 23).

## Teachers have obligations

Every teacher must continuously comply with all regulatory requirements without exception, including:

- maintaining their current teacher registration
- having a valid WWVP registration
- adhering strictly to the TQI Code of Professional Practice and Conduct
- completing ongoing professional learning requirements
- declaring any notification events when renewing registration or changing employers.

These regulatory requirements are non-negotiable standards that:

- protect students
- maintain public trust
- uphold the integrity of the teaching profession.

Appendix 3 explains what teachers need to know about the framework (see page 24).

## We follow a process after receiving a notification

For employers and teachers, our process has 7 stages:

1. We **receive the notification** from an employer or a complaint from the public.
2. We **ask for more information** under sections 70A or 70C of the Act.
3. We **review all information** under section 63 of the Act.
4. We **independently decide** the outcome.
5. We **take appropriate action** (no action, suspension, cancellation or conditions).
6. We **notify the employer** of our decision.
7. We **continue to monitor** for any developments.

During the process, we continuously monitor the situation. If this uncovers new information, we can ask for more details to make sure we have current information about any situation affecting a teacher's registration status.

*Appendix 4* is a flowchart of what happens when we receive a notification (see page 25).

Our approach is not strictly linear and does not have rigid steps. We do not automatically start with the lowest level of intervention and escalate. Instead, we choose appropriate regulatory tools based on our Risk Management Framework (*Appendix 5* - see page 26).

Also, we usually take an educational approach to minor breaches. This applies when an employer or teacher shows understanding and willingness to improve. We explain the requirements and work together towards voluntary compliance. To ensure implementation, we monitor them.

### FOR TEACHERS

Your employer will tell you if you are the subject of a notification event. We will assess all the relevant documents and independently decide about your ongoing registration in the ACT after we have:

- finalised our investigation
- sent you the final sanction letter.

We will tell you if we decide to take regulatory action by sending you a notice of intention. You can respond and give us more information. We may decide we need to meet you face-to-face.

If you are the subject of a notification event, in line with our standard procedure, you must declare this:

- at your next registration renewal after we finalise the notification event
- if you move to another employer.

## We use our 9 regulatory tools individually or in combination

We take a flexible and practical approach to regulatory actions and interventions that allows us to tailor our response to each situation while:

- being effective and proportionate to the level of risk
- ensuring ongoing compliance
- building an understanding of legal obligations
- promoting quality practice
- supporting effective self-regulation.

**Our regulatory tools range from educational support to formal sanctions.**

The following table summarises the tools we use for all aspects of our work.

REGULATORY TOOL	EXPLANATION
<b>1. Eligibility assessment</b>	<p><b>Teachers must:</b></p> <ul style="list-style-type: none"> <li>• have the required qualifications</li> <li>• be proficient in English</li> <li>• move from provisional to full registration</li> <li>• do ongoing professional learning and development</li> <li>• adhere to the Teacher Standards and TQI Code of Professional Practice and Conduct (the code)</li> <li>• maintain WWVP clearance</li> <li>• still be eligible at renewal</li> </ul>
<b>2. Legislative breach management</b>	<p>Employers must report breaches of the Act and the code to us.</p> <p>We take appropriate and proportionate action against anyone who fails to follow the code or uphold the Teacher Standards.</p>
<b>3. Evidence-based decision-making</b>	<p>We analyse data to identify risk and potential focus areas.</p> <p>We capture and use data to decide if teachers failing to adhere to registration requirements and employer obligations need targeted education, communication or enforcement.</p>
<b>4. Accreditation of initial teacher education and teacher education programs</b>	<p>We are responsible for accrediting education programs for pre-service teachers and teachers in the ACT. Our accreditation process is standards based, future focused, collaborative and relevant.</p> <p>Providers must show the impact of their program and ongoing program improvement and quality assurance.</p>
<b>5. Recognition and certification</b>	<p>We recognise quality, standards-based teaching during a teacher's career. This includes a nationally recognised career pathway based on evidence of practice against the Teacher Standards. We certify Highly Accomplished and Lead Teachers (HALT) in the ACT.</p> <p>We build standards expertise across the ACT by training certification assessors and supporting applicants.</p>
<b>6. Professional Learning Framework</b>	<p>We encourage and recognise ongoing reflective practices that enhance the status and professionalism of teaching.</p> <p>This is supported by a legislated requirement to renew registration each year.</p>
<b>7. Regulatory Framework and Risk Management Framework</b>	<p>These frameworks are the foundation of our risk-based, responsive and right-touch approach to regulation. We use them to assess risk and design regulatory actions and interventions.</p>
<b>8. Information gathering and sharing</b>	<p>We gather the information we need to adequately assess risk and decide regulatory outcomes.</p> <p>We share information with other statutory organisations, registering authorities and employers.</p>
<b>9. Strategic engagement about risk</b>	<p>Proactive and targeted stakeholder engagement, communication, collaboration and education help us understand and mitigate risk.</p>

## We register, regulate and elevate the teaching profession

The ACT Legislative Assembly established our organisation under the Act as a foundation for teacher regulation in the ACT.

We are an independent statutory authority. Our main goal is to improve the learning outcomes of children and young people in the ACT. And our mandate is to register, regulate and elevate the teaching profession in the ACT, fostering community confidence in the teaching profession. We are committed to making our regulatory model visible to the profession and community.

We ensure that only qualified professionals who meet stringent suitability requirements teach in ACT classrooms, achieving learning outcomes for children and strengthening child safety and wellbeing.

Our work on professional regulation and enhancing teacher quality prioritises teacher quality and child safety while using clear standards that help teachers grow in their careers. This approach helps children and young people to become successful learners, confident and creative individuals, and active and informed citizens.


**We play a vital and multilayered role in maintaining and enhancing teaching standards internationally, nationally and locally.**

AREA	ROLE
<b>Internationally</b>	<p>We align the framework with global best practices in teacher accreditation and professional development.</p> <p>The regulators meet every 2 years to discuss and share best practice in international teacher regulation.</p>
<b>Nationally</b>	<p>We work with the Australian Institute of Teaching and School Leaders to implement the Teacher Standards.</p> <p>We also work with other state and territory teacher regulatory bodies through the collective of Australasian Teacher Regulatory Authorities (ATRA).</p> <p>ATRA is a professional community of practice that maintains consistency in teacher registration and accreditation across Australia. It does this by collaborating strategically and sharing regulatory information and teaching practice.</p>
<b>Locally</b>	<p>We are expected to deliver on the minister's Statement of Expectations while complying with our legislative functions.</p> <p>We directly oversee teacher registration, implement the Professional Learning Framework and monitor teaching quality through rigorous assessment processes.</p> <p>Professional registration is a measure of teachers' professional standing and ability to meet the Teacher Standards.</p> <p>Our comprehensive regulatory approach builds community confidence by ensuring all teachers in the ACT meet high professional standards, prioritise child safety, maintain current professional knowledge and continuously develop their teaching practice.</p>



Our work is based on the principles of regulatory clarity, agility, consistency and transparency. This approach enables stakeholders, including teachers, employers and the broader community, to clearly understand our decision-making processes, their own roles within the framework and the accountability mechanisms.

**Our commitment to self-regulation and ‘compliance where necessary’ fosters a more self-directed engagement with regulatory obligations among teachers while maintaining efficient oversight of professional practice and standards.**



**AUSTRALIAN CAPITAL TERRITORY**

# 9,000 teachers







Approximately

- 82,500** children and young people accessing Education and/or Care Services
- 140+ Schools**
- 21+ School Employers**
- 350+ Early Childhood Services**

# Understanding our approach to managing risk

The framework is our approach to managing risk in the ACT teaching profession and is integral to our strategic objective of ensuring quality teachers. The framework uses a risk-based, responsive and right-touch approach to target compliance. It benefits regulators, employers and teachers. Laws, instruments and regulations underpin our work, ensuring that we meet our mandate using the framework.

## Regulatory Framework

 <b>Risk assessment and environmental scanning</b>	 <b>Compliance and regulatory interventions</b>	 <b>Education and regulatory communication</b>	 <b>Workforce planning</b>	 <b>Ongoing learning, improvement focus and performance reporting</b>	 <b>Data and information strategy</b>
<p>Understanding the current education landscape and identifying and assessing risks.</p> <p>Looking at emerging trends and risks along with mitigation strategies.</p>	<p>Using our understanding of the landscape and risks to ensure responsive and right-touch compliance and regulation responses.</p>	<p>An educative approach to ensure understanding of stakeholder obligations.</p> <p>Proactively communicate and collaborate with internal and external stakeholders.</p>	<p>Ensuring we have the appropriate human resources with allocation of the right activities and responsibilities.</p> <p>Ensuring they are equipped with the right skills, capabilities and ongoing development.</p>	<p>Engaging with other regulators, and organisations locally, nationally and internationally to pursue best practice and a continual improvement focus.</p> <p>Developing a plan for reporting on the performance of our regulatory responsibilities.</p>	<p>Collect and share data and information to ensure evidence based decision making and actions.</p>

### The framework

- reflects the professional standards that teachers and the community expect
- helps us fulfil our legislative mandate of registering, regulating and promoting teaching as a profession
- strengthens the sector’s capacity for self-regulation through targeted oversight and systematic evaluation of regulatory outcomes
- allows us to recognise and acknowledge that most registered teachers are self-regulating professionals
- allows us to continuously refine our approach to reducing administrative burden, rewarding excellence and responding nimbly to emerging needs.

Appendix 6 includes a graphic that illustrates the cyclical nature of the framework (see page 27).

## We are committed to risk management

Risk management is fundamental to our regulatory excellence. We meticulously evaluate every practice, decision and action through the lens of teacher quality and child safety.

The framework does not eliminate the risk of poor regulatory outcomes. As such, we proactively and continuously improve through rigorous risk management. When things go wrong despite preventative measures, we thoroughly review what happened and use that data to strengthen our processes. This ensures that the framework evolves to address new challenges while maintaining the highest standards of teacher quality and child safety.

Our commitment to learning and adaptation means our risk management approach is dynamic and effectively meets our regulatory obligations.

*Appendix 5 summarises our Risk Management Framework (see page 26).*

## The framework is built on three core principles

These principles effectively balance education, administration and compliance, allowing teachers to mostly self-regulate and meet their registration obligations. Our balanced approach protects student safety and wellbeing, enhances teacher quality and advances community confidence in the profession.

PRINCIPLE	EXPLANATION
<b>Risk-based regulation</b>	<ul style="list-style-type: none"> <li>enables regulatory intervention that is proportionate to the risk level</li> <li>provides regulatory and educational intervention that drives compliance and effectively deters non-compliance</li> </ul>
<b>Responsive regulation</b>	<ul style="list-style-type: none"> <li>takes a problem-based not rule-based approach</li> <li>allows flexibility for different enforcements in line with the framework</li> </ul>
<b>Right-touch regulation</b>	<ul style="list-style-type: none"> <li>provides pragmatic solutions to minimise regulatory burden</li> <li>ensures regulatory intent is met and essential safeguards are in place</li> </ul>

To be an effective, risk-based, responsive and right-touch regulator, we need regulatory systems that allow for flexibility, reduce regulatory burden and recognise quality teachers.

The framework achieves this by shifting from following strict rules to allowing strategic support for actions that address specific problems. It recognises that quality teaching flourishes when skilled professionals have the flexibility to develop and grow as teaching professionals.



## Responsive regulation in practise

### EXAMPLE 1

#### Risk Management implementation



Automatic Recognition of Teacher Identified Professional Learning (ARTIPL) acknowledges that teachers regularly reflect on their practice.

The ARTIPL initiative strengthens professional development by aligning with ‘right-touch’ regulatory approach, minimising duplicate documentation and enhancing efficiency.

### EXAMPLE 2

#### Risk Management implementation



ECTs are registered under the current (single) ACT teacher register which has been broadened from two categories to three registration categories:

- Early Childhood Teacher Registration
- Provisional Registration
- Full Registration.

#### Implementation Early Childhood Registration

Following extensive consultation with the sector TQI successfully implemented the Early Childhood Teacher Registration category April 2024.

The following table explains how the framework prioritises teacher quality and child safety.

ELEMENT	EXPLANATION
<b>Systemic risk assessments and data analysis</b>	<ul style="list-style-type: none"> <li>• We identify emerging patterns of non-compliance and risk to child safety and wellbeing and teacher quality.</li> <li>• These patterns inform our strategic priorities and resource allocation.</li> </ul>
<b>Strategic regulatory measures</b>	<ul style="list-style-type: none"> <li>• This includes actions from supportive guidance to enforcement, with each action aiming for self-regulation.</li> </ul>
<b>Proportionate and targeted regulatory responses</b>	<ul style="list-style-type: none"> <li>• We carefully evaluate impact, context and risk levels to achieve compliance.</li> </ul>
<b>Clear success metrics and monitoring practices</b>	<ul style="list-style-type: none"> <li>• These metrics and practices help us measure our effectiveness.</li> </ul>
<b>Prioritised regulatory focus areas</b>	<ul style="list-style-type: none"> <li>• We base these focus areas on emerging risk, compliance trends and stakeholder feedback. This helps us allocate resources to the highest need areas.</li> </ul>
<b>Comprehensive yearly reviews</b>	<ul style="list-style-type: none"> <li>• We report on our performance and regulatory approach.</li> </ul>



## Risk-based regulation benefits everyone

### Malcolm Sparrow identifies 6 benefits of risk-based regulation:

- **Improved efficiency:** regulators can prioritise resources to the highest risk areas.
- **Increased compliance:** regulators can focus resources on areas with the greatest risk of non-compliance.
- **Reduced costs:** regulators can minimise government intervention where the risk is relatively low.
- **Improved public safety:** regulators can respond in a proportionate way to the risk.
- **Improved public trust:** regulators can strengthen regulatory safety goals.
- **Improved stakeholder confidence:** small-scale and low-risk activities can benefit from exemptions and streamlined regulatory procedures.

### The framework directly benefits teachers by:

- reducing administrative burden, allowing teachers to focus more on teaching and less on paperwork
- providing clear professional standards to support career development and excellence
- supporting professional autonomy, promoting self-regulation
- ensuring transparent decision-making and clarity in regulatory decisions
- creating a safer educational environment that supports teachers and students
- promoting cultural integrity, supporting diverse classrooms and communities
- enhancing professional status – elevating the teaching profession.

## The Act defines our mandate and authorises our work

We must comply with legislation and any formal directions issued under the Act or other ACT law. Our functions include monitoring compliance and enforcing the Act.

The Act defines our mandate and authorises our critical function of maintaining teacher quality. Subordinate laws, disallowable instruments (legislation parliament can veto) and detailed regulatory documents, including policies and procedures, support the Act.



**ACT Teacher Quality Institute Act 2010**  
 The main purpose of the legislation is to provide the legal basis for the establishment of the Teacher Quality Institute. Inherent in this Bill is the formation of a board responsible for ensuring that the rights of teachers, students and the community are protected through sound governance and adherence to legislation protecting the rights of persons to employment and the minimisation of risk to children whilst at school.

**ACT Teacher Quality Institute Regulation 2010 and other subordinate laws and legislative instruments**  
 These are instruments made under the Act and set out the detailed rules for the operation of the Act.

**ACT Teacher Quality Institute Policies and Procedures**  
 The TQI policies and procedures detail the way we enact the provisions of the Act and the processes and procedures followed to ensure accuracy, consistency and integrity.

*ACT Public Sector Management Act 1994*  
*Financial Management Act 1996*  
*ACT Discrimination Act 1991*  
*Human Right Act 2004*  
*ACT Civil and Administrative Tribunal Act 2008*

**Education Act 2004**  
 Provides a foundation for the provisions of high quality education incorporating values and principles founded on every child's right to a high quality education.

**National Framework for Teacher Registration in Australia**  
 The framework sets out uniform principles for the registration of teachers in education settings (including teachers in early childhood settings) across Australia. It outlines a nationally consistent approach to the registration of teachers, where applicable, across the states and territories. This revised Framework (2023–2024) was agreed by Education Ministers Meeting in August 2024.

**We ensure we comply with our obligations through:**

- having clear and consistent policies aligned to the Act
- having standard operating procedures to enact policies and legislative provisions
- having a culture of critical thinking and questioning in all tasks and responsibilities
- having clarity around compliance oversight, delegations and quality assurance
- assigning tasks to sufficiently skilled staff
- basing decisions on evidence
- seeking legal advice when required.

**The framework also supports the Minister for Education and Early Childhood's commitment to :**

- continually improving regulatory practice
- ensuring teacher quality
- ensuring child safety and wellbeing
- reducing teachers' workloads
- upholding cultural integrity
- ensuring excellence in education.

This living document translates the minister's Statement of Expectations and our strategic direction into actionable regulatory practice. The framework ensures our oversight is contemporary and purposeful in supporting quality teaching, child safety and wellbeing.

*The framework also incorporates ACT Child Safe Standards to safeguard children's rights, safety and wellbeing.*



## Developing and evaluating the framework

By maintaining strong relationships with key stakeholders, we create a collaborative environment that promotes transparency, innovation and excellence in regulatory oversight while ensuring the framework responds to evolving needs. To enhance our regulatory effectiveness, we assess the framework's outcomes.

### We use stakeholder engagement to manage risk

Effective stakeholder engagement is fundamental to achieving our strategic purpose. Our integrated and systematic approach to stakeholder engagement contributes to our flexible, risk-based framework. The framework focuses on managing risk effectively while supporting innovation and teacher professionalism.

#### **Diverse stakeholder perspectives and contextual insights allow us to:**

- scan our environment and assess risk
- share critical information
- co-design improvement tools
- advise clearly about self-regulation
- establish regulatory expectations
- consult on reforms to improve our regulatory practices.

We engage with our stakeholders meaningfully through structured dialogue and collaborative partnerships. Our partnerships support our tangible outcomes while maintaining our risk-based, responsive and right-touch approach to regulation. This integrated approach to stakeholder engagement helps us establish a dynamic, risk-based framework.

#### **We meet our legislative mandate to improve teacher quality and child safety and wellbeing by:**

- working together to identify and address new risk
- strengthening data-informed decision-making
- maintaining an open dialogue with stakeholders.

*Appendix 7* has more details about our stakeholders (see page 28).

“Communication is your ticket to success if you pay attention and learn to do it effectively.” THEO GOLD, 2025



We use proactive communication, collaboration and education to mitigate risk. Regular and purposeful engagement with stakeholders helps us identify and assess regulatory risk and align our approach with risk-based regulatory practices.

**This approach helps us:**

- have a targeted, educational and collaborative approach to compliance
- gain a deeper understanding of risk and critical issues that impact quality teaching
- establish clear performance metrics and advice that empower stakeholders to implement robust self-regulation
- articulate specific regulatory requirements through detailed resources and education sessions that ensure compliance
- lead regulation innovation by gathering stakeholder input and data
- recognise effective self-reflection practices among teachers
- support reforms that strengthen the profession
- foster stakeholder capacity for continuous improvement.

Stakeholders, teachers and community members make up the TQI Board (board). The board governs our work and decisions. The minister appoints the board. And we have robust board committees, representing all stakeholders.

Specialised board committees are powerful cross-sector collaborators for strategic engagement. These committees help our strategic engagement through their extensive stakeholder networks. They provide our board with:

- real-time feedback and insights that inform our regulatory decisions
- considered advice by analysing and evaluating data, and sharing their lived experience of the education system.

Committees send our board recommendations to help it develop and implement strategic, forward-looking policies and plans.

**There are 4 board committees:**

- Standards and Professional Practice
- Professional Learning and Development
- Initial Teacher Education Committee
- Teacher Professional Registration Committee.

## We improve our approach by evaluating the framework

### We proactively improve our approach by:

- reviewing regulatory measures
- continuously analysing regulatory effectiveness through outcome measures and stakeholder feedback
- collaboratively developing innovative tools and resources, ensuring flexible, practical solutions that address real-world challenges
- streamlining requirements to ensure practical delivery while maintaining high standards
- developing clear, educational materials and online resources to support compliance.

### To measure our impact and effectiveness, we have clear success metrics and monitoring practices.

#### We measure success based on 8 areas:

AREA	EXPLANATION
1. Child safety	<ul style="list-style-type: none"> <li>• There are measures in place to protect children.</li> <li>• Child safety incidents and substantiated complaints involving children and young people are reported accurately and over time measurably reduce.</li> </ul>
2. Risk identification	<ul style="list-style-type: none"> <li>• Data analysis produces clear risk profiles, enabling us to allocate resources to the highest risk areas.</li> </ul>
3. Trend-based response	<ul style="list-style-type: none"> <li>• Non-compliance patterns trigger automatic escalation and targeted interventions in defined timeframes.</li> </ul>
4. Proportionate regulation	<ul style="list-style-type: none"> <li>• Streamlined processes reduce the regulatory burden in low-risk areas but maintain robust oversight where needed.</li> </ul>
5. Harm-calibrated action	<ul style="list-style-type: none"> <li>• All regulatory responses are proportionate to actual or potential harm levels.</li> </ul>
6. Measurable outcomes	<ul style="list-style-type: none"> <li>• Regular assessments show improved professional standards, reduced incidents and better public confidence, with clear benchmarks.</li> </ul>
7. Professional growth	<ul style="list-style-type: none"> <li>• We recognise teachers' professional learning and development throughout their careers.</li> </ul>
8. Quality teaching	<ul style="list-style-type: none"> <li>• Teachers meet professional standards, and the community has confidence in teachers.</li> </ul>

## Appendices

**The Appendices include documents with extra information for anyone curious about the framework, including information about:**

- what employers' obligations under the Act are
- what employers and teachers need to know about us and the framework
- how we handle regulatory notifications
- how we manage risk
- how the framework works as a continuous cycle
- who our stakeholders are
- what resources we used to create the framework.

# APPENDIX 1

## Employers have obligations under the Act



ACT Teacher Quality Institute Act 2010 (the Act)



### Section 29

This is not applicable in an Early Childhood Education and Care Service.

**It is an offence to employ, engage or allow a person who is not an approved teacher to teach in a school.**

1. A person commits an offence if:
  - a. the person employs, engages or allows another person to teach in a school; and
  - b. the other person is not an approved teacher. *Maximum penalty: 50 penalty units.*
2. An offence against this section is a strict liability offence.

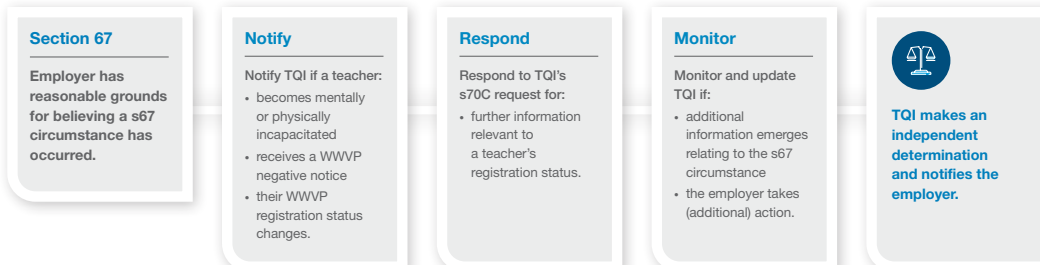
### Section 63 (2)

The Institute may, at any time, consider whether there is a ground for suspending or cancelling a person's registration or permit to teach.

### Section 67

**The employer of an approved teacher must tell TQI, in writing, if the employer has reasonable grounds for believing any of the following has happened:**

- The teacher has become mentally or physically incapacitated and the incapacity prevents the person from performing an inherent requirement of their job as a teacher;
- The teacher is given a negative notice under the *Working with Vulnerable People (Background Checking) Act 2011 (WWVP)*, section 40;
- The teacher's WWVP registration: is made subject to a condition or interim condition; or, is suspended; or, has ended.



### Section 70A

TQI may ask the employer of an approved teacher for any information that the Institute believes on reasonable grounds is relevant to whether there is a ground for suspending or cancelling an approved teacher's registration or permit to teach; or imposing a condition on their registration.

# APPENDIX 2

## Employers – Regulatory Framework



# Regulatory Framework

**FOR EMPLOYERS**

Your guide to teacher registration and professional standards in the ACT

### What TQI does

#### Teacher Registration



- Register qualified teachers
- Check WWVP
- Manage annual renewals

#### Professional Standards



- Ensure teachers abide by APST
- Support professional development
- Certify HALTs

#### Child Safety



- Investigate breaches
- Take appropriate action
- Maintain safe environments

#### Program Approval



- Accredite teacher education programs
- Ensure quality learning
- Prepare future teachers

### Your role as an employer

#### Your Responsibilities

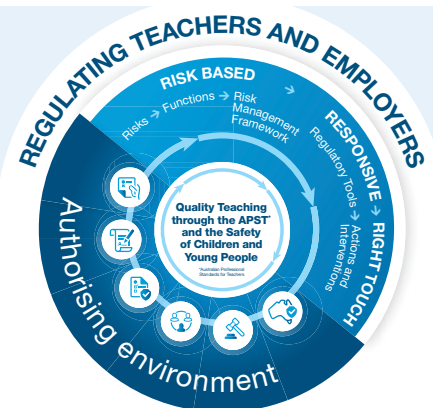


- Only employ registered teachers
- Make timely notifications
- Support professional development
- Maintain safe environments

#### TQI supports you by



- Focusing on serious risks, not paperwork
- Providing clear guidance
- Tailoring responses to situations
- Offering educational support first



### Our approach

- Risk-based** Focus where greatest risk exists
- Responsive** Adapt to specific circumstances
- Right-touch** Minimal burden, maximum compliance

TQI exists to ensure quality teaching and child safety across all ACT schools and education and care settings

**NEED HELP?** Visit [tqi.act.edu.au](http://tqi.act.edu.au) or contact TQI directly for guidance on teacher registration, professional standards, or employer obligations.



# APPENDIX 3

## Teachers – Regulatory Framework

REGULATION

# Regulatory Framework

FOR TEACHERS

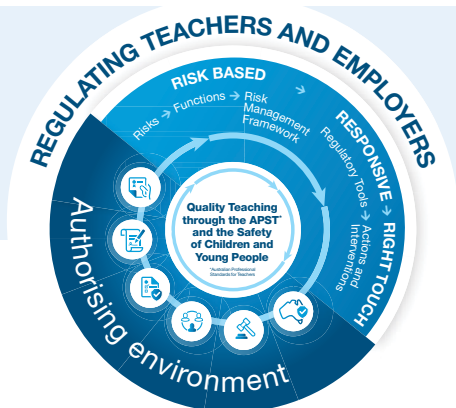
Your guide to teacher registration and professional standards in the ACT

### What TQI does

<div style="background-color: #e9f5ff; padding: 10px; border-radius: 10px;"> <h4 style="margin: 0;">Teacher Registration</h4> <ul style="list-style-type: none"> <li>Register qualified teachers</li> <li>Check WWVP</li> <li>Manage annual renewals</li> </ul> </div>	<div style="background-color: #e9f5ff; padding: 10px; border-radius: 10px;"> <h4 style="margin: 0;">Professional Standards</h4> <ul style="list-style-type: none"> <li>Ensure teachers abide by APST</li> <li>Support professional development</li> <li>Certify HALTs</li> </ul> </div>
<div style="background-color: #e9f5ff; padding: 10px; border-radius: 10px;"> <h4 style="margin: 0;">Child Safety</h4> <ul style="list-style-type: none"> <li>Investigate breaches</li> <li>Take appropriate action</li> <li>Maintain safe environments</li> </ul> </div>	<div style="background-color: #e9f5ff; padding: 10px; border-radius: 10px;"> <h4 style="margin: 0;">Program Approval</h4> <ul style="list-style-type: none"> <li>Accredit teacher education programs</li> <li>Ensure quality learning</li> <li>Prepare future teachers</li> </ul> </div>

### Your role as a registered/approved teacher

<div style="background-color: #007bff; color: white; padding: 10px; border-radius: 10px;"> <h4 style="margin: 0;">Your Responsibilities</h4> <ul style="list-style-type: none"> <li>Maintain WWVP registration</li> <li>Abide by TQI Code of professional practice and conduct</li> <li>Ensure all details on your TQI portal are current</li> <li>Meet all conditions of your registration</li> </ul> </div>	<div style="background-color: #e9f5ff; padding: 10px; border-radius: 10px;"> <h4 style="margin: 0;">TQI supports you by</h4> <ul style="list-style-type: none"> <li>Focusing on serious risks, not paperwork</li> <li>Providing clear guidance</li> <li>Tailoring responses to situations</li> <li>Offering educational support first</li> </ul> </div>
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### Our approach

- Risk-based** Focus where greatest risk exists
- Responsive** Adapt to specific circumstances
- Right-touch** Minimal burden, maximum compliance

TQI exists to ensure quality teaching and child safety across all ACT schools and education and care settings

**NEED HELP?** Visit [tqi.act.edu.au](http://tqi.act.edu.au) or contact TQI directly for guidance on teacher registration, professional standards, or employer obligations.

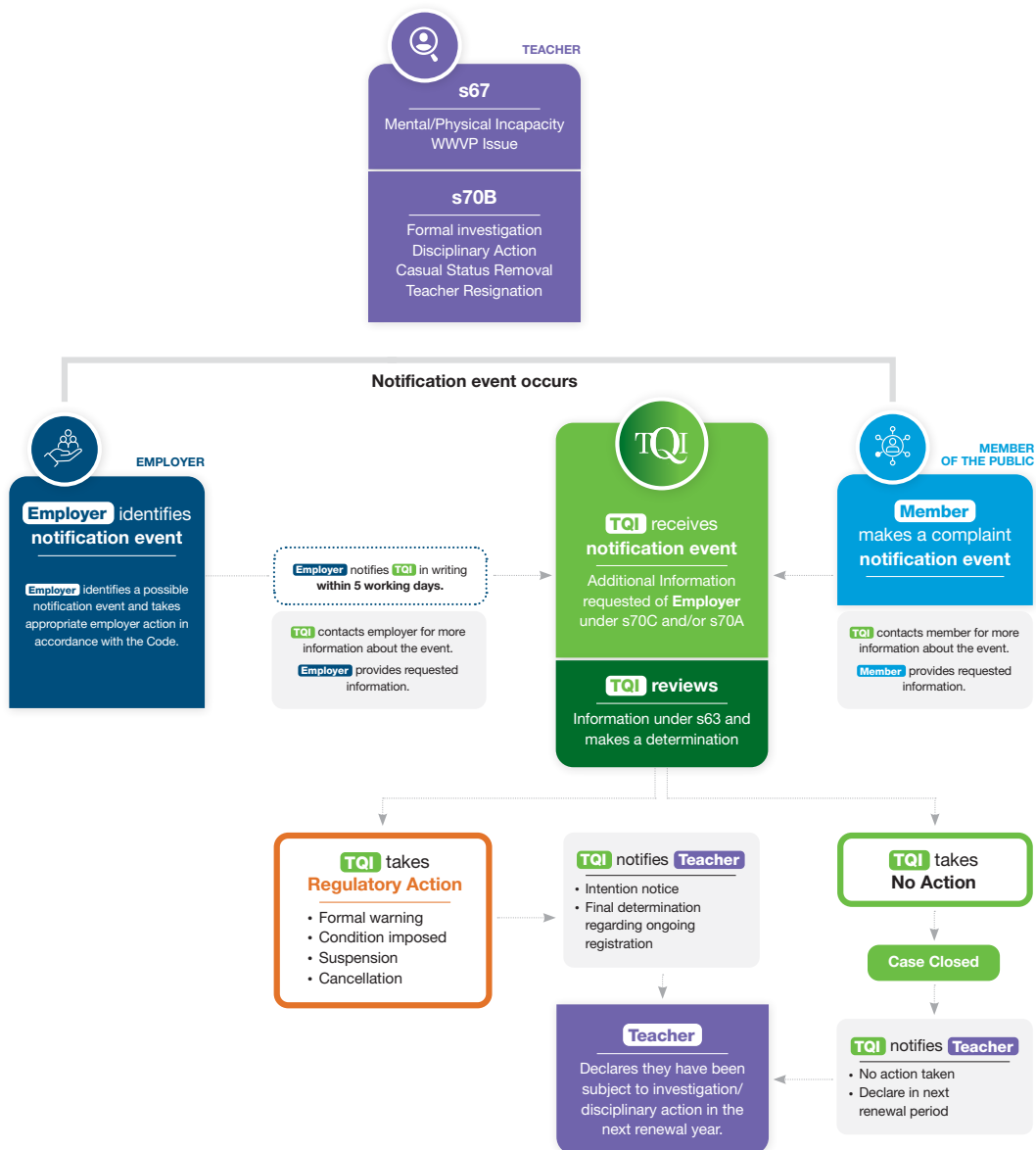


# APPENDIX 4

## Notification events follow a process

# REGULATION

# Regulatory Notification Flowchart



## APPENDIX 5

### We have a clear Risk Management Framework

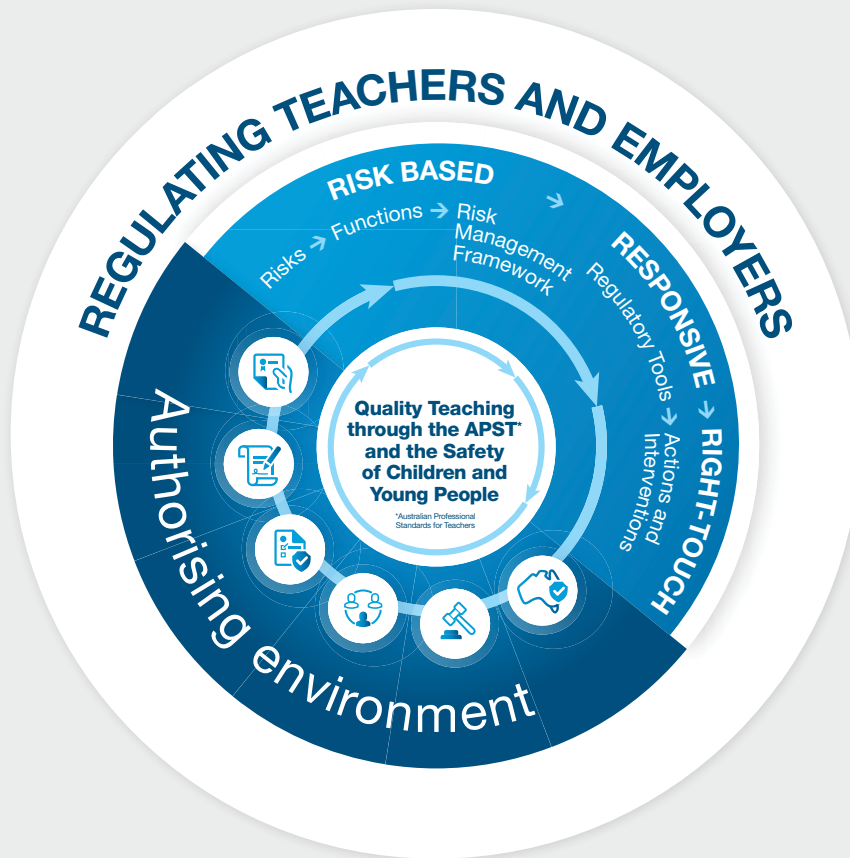
	1	2	3	4	5
	SIGNIFICANT	MINOR	MODERATE	MAJOR	CATASTROPHIC
<b>Teacher Conduct</b>	<ul style="list-style-type: none"> <li>Disregard of TQI Code of Professional Practice and Conduct</li> <li>Employee remains in the workplace while the matter is investigated</li> <li>Allegation resolved via existing processes</li> <li>No harm or damage to employee and/or community relationships</li> </ul>	<ul style="list-style-type: none"> <li>Breach of TQI Code of Professional Practice and Conduct</li> <li>Employee remains in the workplace while the matter is investigated</li> <li>Allegation resolved via existing processes</li> <li>Limited harm - short term damage to employee and/or community relationships</li> </ul>	<ul style="list-style-type: none"> <li>Breach of TQI Code of Professional Practice and Conduct</li> <li>Employee remains in the workplace or is suspended on pay while the matter is investigated</li> <li>Damage to employee, student and/or community relationships</li> <li>Disengaged and/or non-compliant employee</li> </ul>	<ul style="list-style-type: none"> <li>Repeated disregard of TQI Code of Professional Practice and Conduct</li> <li>Breach TQI Code of Professional Practice and Conduct</li> <li>Inappropriate/ aggressive and/or physical behaviour towards staff/students</li> <li>Employee suspended</li> <li>Disengaged and/or non-compliant employee</li> </ul>	<ul style="list-style-type: none"> <li>Significant breach of TQI Code of Professional Practice and Conduct</li> <li>Active undermining of policies, standards and core values</li> <li>Systematic or widespread inappropriate/ aggressive and/or physical behaviour towards staff/students</li> <li>Reputation with employees, students and community destroyed</li> </ul>
<b>Employer action and employment status</b>	<ul style="list-style-type: none"> <li>Long term contract</li> <li>Single employer</li> <li>Employer has issued corrective action/ directive and/or has taken disciplinary action under s70B(3)</li> </ul>	<ul style="list-style-type: none"> <li>Permanently employed</li> <li>Long term contract</li> <li>Single employer</li> <li>Employer has issued corrective action/ directive and/or has taken disciplinary action under s70B(3)</li> </ul>	<ul style="list-style-type: none"> <li>Permanently employed and resigns</li> <li>Casual employment and the employer removes, cancels or ends the access to casual employment</li> <li>Potential of multiple employers through casual teaching</li> <li>Employer has issued corrective action/ directive and has taken disciplinary action under s70B(3)</li> </ul>	<ul style="list-style-type: none"> <li>Permanently employed and resigns or employment terminated.</li> <li>Casual employment and the employer removes, cancels or ends the access to casual employment</li> <li>Potential of multiple employers through casual teaching</li> <li>Employer has not issued corrective action/directive and has not taken disciplinary action under s 70B(3)</li> </ul>	<ul style="list-style-type: none"> <li>Permanently employed and resigns or employment terminated.</li> <li>Casual employment and the employer remove access to casual employment</li> <li>Employer has <b>not</b> issued corrective action/directive and has <b>not</b> taken disciplinary action under s 70B(3)</li> </ul>
<b>Regulatory Approach</b>	<ul style="list-style-type: none"> <li>No breach established</li> <li>No regulatory action required</li> </ul>	<ul style="list-style-type: none"> <li>Regulatory authority might monitor rather than act</li> </ul>	<ul style="list-style-type: none"> <li>Interagency activity (ACT Ombudsman, Access Canberra)</li> <li>Impose regulatory action condition/ suspension</li> </ul>	<ul style="list-style-type: none"> <li>Impose regulatory action suspension/ condition</li> <li>Negative notice issued by Access Canberra</li> <li>Factor Interagency activity (ACT Ombudsman, Access Canberra, ACT Policing)</li> </ul>	<ul style="list-style-type: none"> <li>Impose regulatory action suspension/ cancellation</li> <li>Negative notice issued by Access Canberra</li> <li>Conviction recorded against the individual</li> <li>Jail term</li> </ul>

### Risk Calculator

1	2	3	4	5	LIKELIHOOD	Description	Probability	Frequency	
					5	Almost certain	Expected to occur	> 90%	Once a week
					4	Likely	Not surprised if it happens	61–90%	Annual, up to once a month
					3	Possible	Could happen, known to happen	41–60%	Once a year
					2	Unlikely	Surprised if happens	10–40%	Once in next 10 years
					1	Rare	Highly unexpected	< 10%	Once in next 10–50 years

## APPENDIX 6

### The Regulatory Framework is a cycle



We've illustrated the framework using a dynamic circular design split into two halves. At the core of the framework is our central role in maintaining the Teacher Standards: quality teaching and the safety of children and young people.

**The right half shows the regulatory cycle and the 5 lenses that underpin all our regulatory decisions:**








- Risks
- Functions
- Risk Management Framework
- Regulatory tools
- Actions and interventions.

This half also emphasises our risk-based, responsive and right-touch approach to risk management. The left half emphasises our regulated community and the 6 aspects of the authorising environment. The authorising environment directly influences and determines our core functions.

***The framework is a continuous and sustainable cycle. The authorising environment informs and supports regulatory actions to maintain teacher quality and child safety.***

## APPENDIX 7

### We have diverse stakeholders

	 Children and Young People	 Teachers	 Employers	 Government	 Co-Regulators	 Unions	 Community
<b>Who</b>	Includes all children and young people in Early Childhood Services, Government, Catholic and Independent Schools.	Registered and prospective teachers.	Includes all employers of teachers in ACT including Early Childhood Education and Care teachers.	Local and national Government that sets law, strategic decisions, budgets and national agenda.	Includes state, territory, local government authorities, early childhood authorities and other organisations. They operate as partners or as parallel regulators.	They aim to shape the regulatory system and outcomes to meet the needs of those they represent.	Includes parents, carers and other interested parties.
<b>What they seek</b>	High quality education in a safe environment.	Fairness in regulation, clarity of obligations and requirements to ensure compliance and freedom from regulatory burden.	Clarity of obligations and responsibilities so they can get on with business.	To deliver a public service to ensure safety, educational outcomes and a thriving community.	Clarity of roles and responsibilities and access to information.	To ensure the regulator system operates effectively, transparently and accountably.	Confidence and opportunities to voice concerns.
<b>How the framework benefits them</b>	Ensures quality teachers are delivering high quality educational services.  Provides confidence that child safety and wellbeing is a core focus.	Explains how we regulate and why.  Explains the regulatory framework, responsibilities and obligations and how they can interact with it.  Provides transparency and accountability.		Sets authorising environment.  Explains our responsibilities in government priorities.  Explains our role in teacher registration consistency across Australia.	Defines roles.  Explains shared responsibilities.  Explains information sharing paths.  Strengthens child safety.	Explains the regulatory framework and how they can interact with it.  Describes our principles and posture.  Provides transparency and accountability.	Explains how we regulate and why.  Describes our role within the teaching profession.  Explains the regulatory framework and how they can interact with it.

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