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AN EVIDENCE GUIDE FOR ACCREDITATION AT PROFESSIONAL COMPETENCE

This Guide is designed to assist teachers to understand and implement the accreditation processes for the Professional Teaching Standards at the level of Professional Competence.

The Guide highlights teaching practices as well as school and classroom materials that can be helpful to teachers in implementing the accreditation process and in applying the Standards.

The audience for the Guide is both new scheme teachers and teachers who are assisting new scheme teachers to achieve competence.

Specifically, the examples in the Guide are intended to:

- assist understanding of the intentions of each standard at Professional Competence
- support a consideration of the effectiveness of individual teacher practice or the practice of a colleague
- provide a tangible basis for discussion of effectiveness between colleagues
- support fair and transparent judgements about new scheme teacher accreditation.

Development of the Guide

The Guide was developed by groups of practising NSW teachers. Teachers were nominated to participate on the basis that they were highly regarded in their school and sector and had experience in inducting new scheme teachers into their schools. These teachers were drawn from 60 schools across NSW. The schools included primary and secondary; government and non-government; specialist and non-specialist; selective and comprehensive; single sex and co-ed; metropolitan and regional; schools in low and high socio-economic status areas; as well as schools with non-English speaking background populations.

These teachers generated the material in the document by responding to the following questions: Are there materials readily available in your school or practices readily evident in your professional activities which can indicate achievement of the Professional Competence standards? If yes, what are examples of these?

Examples of materials or activities which indicate professional competence were only included in this document where there was a high degree of consensus within and across the groups of teachers as to the validity and usefulness of the examples.

Application of the Guide

The evidence in the Guide is not definitive and should not be applied in a prescriptive way. The evidence should not be used as a checklist or as fixed examples of competence.

The application of the evidence to support accreditation should be in the context of the purposes of the document as set out earlier and in the specific circumstance in which competence is being discussed and analysed. The application of the Guide needs to be consistent with the Advice on Accreditation at Professional Competence which sets out the need for holistic judgements about teaching competence.

The relevance and applicability of the evidence will depend on the specific circumstance and the professional judgement applied to that circumstance.

The evidence should assist teachers to feel confident of their interpretation of the standards and to build a more consistent understanding and application of Professional Competence.

Support Documents

The capacity to make holistic judgements about teacher performance underpins the accreditation process. Making an holistic judgement involves demonstrating the integration of standards in order to achieve an objective. It generally requires the collection of a range of evidence including observation as well as review of documentation.

Recognising a competent teacher requires an understanding that combinations of standards or aspects of standards are applied and demonstrated in a range of circumstances. The decision to accredit a teacher requires a judgement that the teacher's practice is integrated across a range of genuine and varied circumstances.

The standards should not be used as an individual check list or as any reductionist summation of the complexity of teaching. Any process that seeks to judge competence as an aggregate of individually observed behaviours is not adequate for making a reliable accreditation decision.

Structure of the Guide

The Guide is structured so that evidence is provided for each standard. As previously stated, this is not intended to reduce the accreditation process to an individual checklist or to reduce analysis of teaching practice to a one-off performance.

Evidence has been provided for each standard to support a flexible approach to discussing and implementing the process of accreditation.

Standards will rarely if ever be demonstrated in isolation from each other and therefore the evidence of achievement listed in the Guide needs to be read in the context of the whole document.

Most of the Standards have three examples of evidence to support teachers in making decisions about accreditation. They will provide valuable guidance and support consistency of professional judgements.

These descriptions will be reviewed and evaluated on the basis of feedback from teachers undertaking the accreditation process. Teachers' expertise in accrediting new scheme teachers against the standards will develop with experience and with the support of the Institute. This experience and expertise will be used to inform the content, style and layout of this document in the future.



ELEMENT 1

Teachers know their subject content and how to teach that content to their students

Standard 1.2.1 - Apply and use knowledge of the content/discipline(s), through effective, content-rich, teaching activities and programs relevant to the stage.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Demonstrates knowledge of the subject; holds a qualification that includes content being taught; is able to devise units of work; presents lessons which are content based; accurately answers questions from students; can clearly articulate content; engages students through rich, meaningful and connected activities;
- Develops a variety of learning activities and appropriate assessment tasks suitable to students' stages of development;
- Applies content to current and relevant syllabuses and Board of Studies documents; ensures teaching and learning programs comply with these syllabuses; displays awareness of KLA documents.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 1

Teachers know their subject content and how to teach that content to their students

Standard 1.2.2 - Apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Provides relevant learning experiences; displays awareness of and caters to different learning needs of students; relates choice of activity to theoretical knowledge of pedagogy; adapts and adjusts teaching to meet the needs of students;
- Communicates effectively with students; clarifies purpose, aims and objectives of each lesson; facilitates stimulating self motivated discussion and problem solving by students; regularly checks for student understanding; gauges student reactions and adapts accordingly;
- Utilises a wide range of pedagogy that is appropriate for the syllabus, such as connected lesson delivery and higher order thinking skills; develops logical lesson sequences; builds on prior knowledge and experience; ensures skills are developed through use of appropriate practical activities.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 1

Teachers know their subject content and how to teach that content to their students

Standard 1.2.3 - Design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Has read, knows and understands all relevant syllabus documents; can articulate how teaching and learning sequence is related to the syllabus; seeks clarification of understanding of syllabus;
- Develops programs which are based on syllabus requirements; develops programs which reflect or incorporate requirements such as ICT and literacy; ensures student assignments reflect syllabus outcomes; selects appropriate resources and designs relevant assessment; selects balanced teaching and learning activities;
- Implements appropriate program and lesson structures; implements programs and lesson plans that cater for the diversity of students; designs programs and lesson plans that display logical sequencing of activities; includes opportunities for students to practise skills; adheres to the timelines and sequence of the program; differentiates curriculum to ensure relevance to students and to cater for learning needs.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 1

Teachers know their subject content and how to teach that content to their students

Standard 1.2.4 - Apply current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following: Basic operational skills; Information technology skills; Software evaluation skills; Effective use of the internet; Pedagogical skills for classroom management.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Uses ICTs effectively; is competent in syllabus ICT requirements; can use ICTs; ensures students can use ICTs confidently (for example, knowing how to navigate websites and use the appropriate software); incorporates ICTs into everyday classroom practice;
- Maintains a discerning learning focus in the use of ICT; models effective layout of documents and teaching resources; integrates ICT into lesson content so that it is a tool and not an end in itself; incorporates appropriate software into teaching and learning programs; makes students aware of misuse of ICT such as plagiarism; is explicit in use of terminology; uses authoring software in day to day classroom work; keeps work samples;
- Emphasises ICT skills; implements a program of specific ICT skills; establishes students' prior knowledge of content and skills before implementing ICTs; recognises and utilises student expertise in ICT; explicitly teaches research skills through the modelling of such skills; explicitly teaches ICT skills appropriate for the subject and for the needs of the students.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 2

Teachers know their students and how they learn

Standard 2.2.1 - Apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Knows the students; demonstrates knowledge of their cultural, religious or socioeconomic backgrounds;
- Acknowledges and considers diversity and demonstrates this in teaching and learning programs;
- Acknowledges cultural sensitivities; recognises diverse religious and cultural practices; uses appropriate materials and sensitive and inclusive language.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 2

Teachers know their students and how they learn

Standard 2.2.2 – Apply knowledge of the typical stages of students’ physical, social and intellectual development as well as an awareness of exceptions to general patterns.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Identifies students with particular social, intellectual and physical learning needs and alters the teaching and learning programs accordingly;
- Plans and implements appropriate teaching and learning activities, strategies and programs; uses both pre and post assessments; implements activities which are age, stage or developmentally appropriate; tracks student progress with respect to knowledge and skills; uses an appropriate level of language for the stage of the students;
- Organises the classroom to accommodate students’ needs; understands the variations – physical, social, emotional and intellectual – that exist within an age group; changes manner to suit the developmental stages of students; works collaboratively with external support, such as counsellors, ESL teachers and support teachers to meet student needs; provides an inclusive climate.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 2

Teachers know their students and how they learn

Standard 2.2.3 - Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Knows about and accepts different learning needs; plans and utilises a variety of teaching and learning strategies to cater for different learning needs; encourages experiential and hands-on learning; plans lessons and develops programs which reflect the accommodation of different learning needs; plans for teaching and learning; caters for gender; encourages students to reflect on their learning;
- Caters for different learning needs; uses a variety of resources; uses effective questioning techniques and assessment strategies; instigates student-centred activities; ensures appropriate emphasis on acquisition of skills and practical activities;
- Provides a rationale for teaching and learning choices.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 2

Teachers know their students and how they learn

Standard 2.2.4 - Apply knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Seeks background information of students where appropriate; consults with the students themselves, their previous teachers, parents and caregivers; consults records of prior learning and interests; uses available academic data such as state-wide testing data; plans teaching and learning which takes into account what the students already know; conducts pre-testing; conferences with students; seeks and uses student feedback;
- Interacts with and relates positively to students; understands that all students have an interest, passion or ability in something, and then uses this knowledge in teaching and learning programs; implements teaching and learning activities that have personal meaning and are connected to real life experience; makes student interests and background the focus of the lesson (such as researching history which is relevant to the students' own background); encourages participation in extra curricular activities such as debating, mock trials and share market gain; encourages entry in academic competitions;
- Communicates and consults with school experts, such as year advisors and learning support teams, parents and caregivers; responds to parents and caregivers within established school/system procedures especially when discussing issues which affect student progress.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 2

Teachers know their students and how they learn

Standard 2.2.5 – Demonstrate the capacity to apply effective strategies for teaching: Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non English Speaking Background students; Students with Challenging Behaviours.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Seeks advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities, counsellors and other relevant professionals;
- Understands and is responsive to student backgrounds; modifies programs to meet the needs of students; allows students to succeed and does not set them up for failure; articulates the different needs of students; explains unfamiliar terms to students; includes perspectives in programming; designs, develops or uses individual education programs as appropriate; provides students with the necessary strategies to achieve learning or social outcomes; uses a variety of resources;
- Recognises that the teaching of such students is a whole school issue; has knowledge of syllabus perspectives; exhibits tolerance and adaptability; accepts collegial support.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 2

Teachers know their students and how they learn

Standard 2.2.6 – Apply a range of literacy strategies to meet the needs of all students including Aboriginal and Torres Strait Islander students; Student with Special Education Needs; Non English Speaking Background students; Students with Challenging Behaviours.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Plans literacy sessions which provide opportunities for students to talk, listen, read and write in all relevant subjects/ KLAS; ensures students participate in a variety of experiences eg whole-class, small group, individual, and that these experiences range from teacher-centred to independent; ensures students read both factual and fiction texts;
- Assesses student needs in order to determine content and activities; utilises and builds up students' prior knowledge of content and of how texts work; encourages students to discuss topics (in their first language if appropriate); uses support personnel (eg Support Teacher Learning, ESL teacher, Reading Recovery teacher, Aboriginal Education Assistant, Integration Aide) where appropriate and when necessary;
- Ensures literacy instruction is explicit and structured; sequences lessons according to students' learning needs; organises students into small groups according to their literacy needs at the time; teaches literacy skills and strategies during frequent modelled and guided lessons; plans for students to have regular opportunities for independent reading and writing.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.1 - Identify and articulate clear learning goals that reflect important conceptual understandings of the content/ discipline(s) taught.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Articulates high yet realistic and measurable goals so students can understand direction of lesson and expectations; explains to students what the goals are and what steps are to be taken in order to achieve them; relates goals to the curriculum;
- Demonstrates conceptual understanding by planning appropriate lessons which are consistent with syllabus documents; describes and documents what is being taught and why; writes lesson plans which detail goals; relates planning to assessment; ensures planning and goals reflect needs of individual students; develops well sequenced lessons and programs which reflect outcomes and structured and focussed planning;
- Teaches appropriate content and skills based on knowledge of syllabus documents; selects appropriate subject matter; writes plans which cover core concepts; exhibits explicit teaching of skills in lesson plans; evaluates the lesson based on the level of achievement of goals.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.2 - Design and implement coherent, well structured lessons and lesson sequences that engage students and enhance student learning outcomes.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Develops appropriate and documented lesson plans where planning and evaluation are evident; has clear plans for teaching, learning and assessment which are completed prior to teaching; ensures lesson plans are not only content based but incorporate practical activities and skills practice; writes lesson plans that reflect understanding of lesson sequence and the teaching/learning cycle; displays flexibility within the lesson plan; writes program outlines of logical and sequential lessons; delivers lessons which are appropriate for the students;
- Creates interesting lessons where students are engaged and on task; ensures students know what they are doing and why; includes a variety of activities within lessons; uses a variety of resources; designs lessons which build upon skills and challenge students; ensures student work samples reflect learning outcomes; ensures students achieve goals set for lesson;
- Ensures effective timing for lessons; evaluates own practice; provides time for articulating the learning which occurred and for setting agenda and goals for the next lesson; shares realistic lesson goals with students; provides for opportunity for feedback during the lesson; sets homework that is relevant to the lesson and is constructive; addresses learning needs.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.3 - Select and organise subject/content in structured teaching and learning programs that reflect sound knowledge of subject content/disciplines taught.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Develops lessons which reflect syllabus requirements; has clear reference to syllabus in lessons; delivers lessons which develop curriculum content; writes lesson outcomes that are syllabus referenced, for example, correct texts are used; ensures lessons meet practical requirements of syllabus documents such as experiments and field work; writes programs that reflect knowledge of school documents;
- Ensures variety in lessons, as evidenced by using a variety of media, incorporating current affairs, going beyond traditional resources; develops a variety of lesson types;
- Delivers structured lessons which are linked to outcomes and references; ensures appropriate lesson length and effective timings during the lesson; follows a program; plans sequential activities which are determined through assessment, for individuals, groups or whole class.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.4 - Select, develop and use a variety of appropriate resources and materials that engage students and support their learning.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Develops a variety of resources as necessary, such as a professional resource library; locates relevant resources; encourages students to provide resources; uses students themselves as resources; ensures selection of resources supports effective practical learning experiences;
- Matches resources to students; uses resources appropriate for student developmental level; adapts resources to meet the needs of students; deconstructs resources for students to access; changes resources according to activity; trials resource use; supports students' critical thinking in use of resources; ensures that students use resources appropriately;
- Manages resources professionally; is familiar with existing resources; is willing to share resources with colleagues and faculty; critically evaluates resources used; incorporates resources into classroom environment; uses curriculum support materials effectively; develops reusable resources.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.5 - Use a broad range of effective strategies to assess student achievement of learning outcomes.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Develops assessment which is clear and coherent to all students; ensures students understand the purpose of the assessment and what is required of them;
- Ensures variety in assessment; develops well designed and varied assessments that reflect different learning needs; develops differentiated assessment to addresses a variety of levels; assesses a variety of skills; uses formative and summative assessment;
- Organises assessment; develops an assessment plan; uses formal and informal assessment; links assessment to outcomes; ensures assessment is an integral part of the teaching and learning cycle; maintains a program of continuous assessment; selects appropriate assessment strategies to suit the student outcome being assessed; develops assessment appropriate to the student level.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.6 - Communicate to students the link between their achievement and the outcomes set out in the syllabus.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Communicates ways of achieving standards; ensures students know what they are meant to learn and understand the purpose of assessment tasks; makes the assessment criteria and outcomes to be achieved explicit when setting the task; provides students with explicit guidelines; develops guidelines, rubrics, feedback sheets and course assessment outlines;
- Plans assessment; knows what the students are to learn and how it will be assessed; consults colleagues about assessment processes; assesses evaluation of outcomes; evaluates assessments to improve them;
- Displays positive attitude towards students; has ongoing discussions with students on what they need to do and how; has a balanced approach to feedback; gives constructive and positive criticism; ensures student achievement reflects the achievement of the outcome not just the content; gives students the opportunity to articulate their own learning.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.7 - Provide timely, effective and consistent oral and written feedback to students to encourage them to reflect on and monitor their learning.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Ensures prompt marking or assessment of work; returns work or gives feedback to students within a timeframe which is appropriate to the type or purpose of the assessment;
- Gives constructive and justifiable feedback; gives specific comments on positive achievement and areas for improvement; ensures students understand why and how to achieve goals; gives feedback which is learning focussed and linked to outcomes; ensures students know how to improve their work and move forward; marks books and work samples in line with assessment criteria; gives thoughtful and meaningful written comments about work; gives feedback which acknowledges what students have achieved;
- Implements school or system policy regarding recognition of achievement; has plan for feedback; provides time to support students to address identified areas for improvement; provides constructive and positive comments; communicates expectations to students; documents feedback.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.8 - Use and maintain effective and efficient record keeping systems to monitor students' learning progress.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Documents student achievement and learning; keeps records which can be located readily; collects student work samples; keeps a record of report data and comments; has records which are readily understood by others (for example, teacher's coding is explained);
- Ensures monitoring is student-oriented; uses a variety of assessment modes including comments and informal assessment; relates records to reporting and tracking of student progress; annotates student work samples to highlight achievement of outcomes;
- Keeps records diligently; is aware of and observes school policies; meets deadlines for mandatory reporting; contributes to a centralised record of assessment tasks; completes assessment records.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.9 - Report effectively to students, parents and caregivers about student learning.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Writes reports which use appropriate language and terminology and are easily understood by the audience; ensures that the purpose of the report is clear to intended audience; takes care with written structure such as grammar and spelling; is sensitive in communications with parents and caregivers;
- Ensures accurate reporting focus; writes reports which focus on the learning issues; bases reports on assessment which accurately reflects student achievement in a supportive manner; makes constructive, accurate and appropriate comments on reports; includes indication of how students can improve their learning;
- Meets report deadlines; assesses regularly; attends parent - teacher night; documents issues of behaviour and discipline.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 3

Teachers plan, assess and report for effective learning

Standard 3.2.10 - Use student assessment results to evaluate teaching and learning programs and inform further planning.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Revises program based on assessment; modifies lessons and programs on the basis of evaluation of evidence; records feedback from assessments in general terms in the program; uses feedback for future revision; extends and consolidates tasks;
- Collaborates on evaluation practice; discusses with colleagues and supervisor the effectiveness of programs; attends faculty, staff and/or stage meetings that contribute to a program of evaluation; responds to advice from supervisor or colleagues when discussing assessment issues; contributes to improvements in programming and teaching strategies; practises self assessment through discussion with colleagues and supervisor;
- Gathers a variety of evidence to inform evaluation; evaluates whole unit of work; includes evaluation in lesson plans or programs (such as how students performed, what worked, what did not work and why); evaluates promptly after completion of the topic; uses interim assessment strategies during the unit of work when required.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 4

Teachers communicate effectively with their students

Standard 4.2.1 - Explain goals, content, concepts and ideas clearly and accurately to students.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Uses effective oral communication skills; models use of grammatically acceptable English; uses precise vocabulary and technical terms; explains and uses appropriate terms for the level or stage; speaks loudly enough for all students to hear; uses voice effectively with respect to pitch, strength, speed and confidence;
- Plans lessons; articulates goals; sets agenda or lesson structure either on the wall, orally, as an overhead or task sheets; articulates to students what they need to display; explains relevance, end products and steps to take; uses collaborative learning structures; provides advanced organisers for lessons such as concept maps;
- Directs classroom; maximises contributions; controls questioning; is actively involved; focuses and sustains interaction on the topic; uses a mixture of oral and visual communication strategies; demonstrates flexibility in the delivery of lesson; displays sound knowledge of syllabus outcomes.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 4

Teachers communicate effectively with their students

Standard 4.2.2 - Use questions and classroom discussion effectively to probe students' understanding of the content.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Uses effective questioning techniques; asks questions which cover a variety of levels or are set at one appropriate level; uses variety of questions, such as open ended and closed questions, higher order questions, literal to inferential questions, unambiguous questions; focuses on questions which stimulate discussion; asks questions that do not elicit chorus responses;
- Acknowledges and values student responses; provides opportunities for students to respond; gives sufficient waiting time for students to answer questions; teaches students the language of questioning; sets up students for success by questioning past experiences; distributes questions around the class so that all can participate; demonstrates capacity to manage classroom discussion;
- Plans for class discussion and questions; develops rules or guidelines for questioning; plans sets of questions for the lesson; has planned format and parameters for discussion; structures discussions which have a conclusion; puts collaborative structures in place for discussion (such as learning partners, groups or whole class).

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 4

Teachers communicate effectively with their students

Standard 4.2.3 - Respond to student discussion to promote learning and encourage other students to contribute.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Utilises effective discussion techniques; ensures all contribute; provides strategies for discussion such as small group discussion; models reflection upon discussion; uses positive reinforcement; is able to change the focus of learning from teacher-centred to student-centred; teaches and models listening skills; encourages risk-taking and prepares students for discussion; requires students to listen to each other's contributions;
- Develops students' ability to lead discussion and base their contributions on another student's response; allows for thinking time; uses further questions to draw out answers from reluctant students; ensures students utilise effective listening and speaking skills;
- Models respect; uses appropriate language; praises contributions; uses knowledge of students' abilities to draw responses; asks class for confirmation about discussion.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 4

Teachers communicate effectively with their students

Standard 4.2.4 - Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Establishes clear expectations and protocols for group work; explains the reasons for the grouping; models, discusses and explicitly teaches how to carry out group roles and how to work within groups; provides clear task and role guidelines; monitors the allocation of roles in each group; articulates clear time expectations;
- Utilises different structures in group formation, for example, structured ability, peer tutoring, friendship, random, 'jigsaw' method of group formation;
- Plans group work based on knowing students (using aids such as a sociogram of student interaction); understands theoretical underpinning of group work; organises classroom for group work by considering such features as layout of furniture; assesses group work effectiveness by implementing some form of student self assessment.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 4

Teachers communicate effectively with their students

Standard 4.2.5 - Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Responds to interests of students; ensures resources are relevant and meaningful to students' learning needs and interests; promotes self-directed work;
- Uses variety in implementing lessons for groups, the whole class or individuals; presents a variety of resources to deliver content; promotes understanding through debate, hands-on activities, role playing, practical activities, frequent opportunities for skills practice, relevant projects, site studies and excursions;
- Plans effectively; structures lesson before selecting ICTs; takes into account available resources when planning and programming; teaches literacy and numeracy strategies where appropriate; seeks help from colleagues in implementing new teaching and learning strategies.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.2.1 - Maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Models and articulates expected behaviour; models respect, rapport, work ethic, good behaviour, politeness and positive language and tone when dealing with students, colleagues and parents and caregivers;
- Establishes, displays and implements clear expectations, protocols and/or rules and consequences; ensures students can articulate the rules and their understanding of the goals and consequences;
- Uses students' names; is respectful of significant events in students' lives; listens positively to students; acknowledges students' contributions; allows students to respond in an appropriate manner; is accessible to students; displays equitable amounts of time/engagement with individuals; deals with issues/problems fairly; exhibits a caring attitude and shows interest in all students.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.2.2 - Ensure equitable student participation in classroom activities by establishing safe and supportive learning environments.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Displays respectful attitude towards students; gives students an equal amount of time for contributions; acknowledges all students; establishes shared interaction; models speaking respectfully to others; displays awareness of students' needs and backgrounds; answers questions asked by students; exhibits student work; ensures student access to resources; addresses problems within the class;
- Establishes clear routines and guidelines in the classroom (for example routines for entering and exiting the classroom, interactions, moving in the classroom and during lessons); clarifies guidelines for expression, role-taking and interaction.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.2.3 - Implement strategies to establish a positive environment supporting student effort and learning.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Sets high yet realistic expectations (for example, does not accept first of work as a final piece); devises and sets clear expectations and goals for the class; ensures students value and respect the work of others; encourages student self evaluation based on explicit criteria;
- Displays students' work; celebrates students' work; publicly acknowledges or praises student effort; offers constructive feedback; encourages individual talents and gifts of students; offers students extra help, time or explanation if needed;
- Develops identifiable systems and maintains school policies; has an identifiable welfare/classroom management system; recognises and acknowledges achievement within existing school policy; consistently and effectively implements the school's discipline and referral processes as well as the school's welfare policy.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.2.4 - Establish orderly and workable learning routines that ensure substantial student time on learning tasks.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Establishes explicit routines, implements and reinforces them consistently (for example, roles and responsibilities; entry and exit of classrooms); explains activities and their conduct; informs students of changes to routines; implements smooth classroom management;
- Uses effective time management; sets realistic time frames; sets a workable timetable; delivers well paced and timed lessons which move through a variety of tasks; allows for varying time on tasks for different levels; ensures timetable is related to curriculum with appropriate amount of time allocated to each KLA in primary schools;
- Implements clearly articulated and negotiated classroom routines; articulates the content of the lesson; plans the opening and closing of the lesson; provides outline of the lesson; ensures student understanding of expectations and consequences.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.2.5 - Manage student behaviour through engaging students in purposeful and worthwhile learning activities.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Caters for individual student needs; develops personalised lesson plans; develops variety of sequenced activities for students with different learning needs; facilitates student-centred learning when appropriate; utilises a variety of age and stage appropriate teaching and learning strategies; develops extension and remedial activities;
- Ensures lessons are significant and relevant; devises relevant content; explains to students how content is relevant; brings to class relevant and appropriate material; ensures students see extension work as something worthwhile;
- Generates positive student response and enthusiasm; facilitates student achievement of learning outcomes; ensures students complete tasks; encourages students to work independently.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.2.6 - Handle classroom discipline problems quickly, fairly and respectfully.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Utilises effective disciplinary practices; displays a firm and consistent approach to classroom management; sets clear parameters; remains calm; focuses upon the behaviour rather than the student; explicitly teaches students what their rights and responsibilities are; listens and moves effectively and purposefully around the classroom; uses referrals when necessary; treats students fairly and encourages them to take responsibility for their own actions; has explicit disciplinary strategies in place (for example, uses the student's name, then states the issue, then the warning, then consequences);
- Demonstrates proactive classroom management; addresses issues before they escalate or become problems; practises vigilance;
- Implements school discipline and welfare policies; implements positive welfare / classroom discipline practices which reflect school policies; follows up and refers to class agreements, rules, guidelines and school policy.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 5

Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

Standard 5.2.7 - Apply specific requirements to ensure student safety in classrooms.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Knows understands and observes documentation on mandatory policies such as Child Protection and Occupational Health and Safety; implements appropriate safety procedures which demonstrate an understanding of mandatory policies; constantly reminds students of safe behaviour;
- Knows and understands the concept and implications of risk assessment; can identify risks and minimise them; recognises risks and reports them promptly; establishes clear classroom safety rules and guidelines and enforces them; realises some students need risk assessment before undertaking certain activities and refers students for assessment in such cases;
- Is the first person into a classroom and the last person out; chooses teaching practices which ensure eye contact with students (such as using an overhead projector instead of chalkboard); maintains a physically clear classroom; reports issues or incidents to appropriate personnel; keeps documentation such as roll marking and reporting of issues or incidents.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.1 - Reflect critically on teaching and learning practice to enhance student learning outcomes.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Seeks assistance and advice from colleagues and supervisor; is willing to adapt in response to such advice/assistance;
- Participates in regular shared discussions with colleagues/supervisor/stage/staff/faculty;
- Reflects upon and develops an accurate self analysis of teaching performance.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.2 - Use the professional standards to identify personal professional development needs and plan accordingly.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Develops a personal, professional learning plan to work towards containing clearly articulated short term and long term goals; keeps records of professional development;
- Participates in professional learning opportunities; listens to and learns from colleagues; updates professional reading; seeks a mentor(s);
- Displays awareness of professional standards and is familiar with compliance requirements such as EEO, Child Protection, OHS; complies with school's employee performance criteria.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.3 - Engage in professional development to extend and refine teaching and learning practices.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Participates in professional development activities such as staff/stage/faculty meetings, school development days, meetings of professional associations, networking opportunities;
- Implements professional development learning into subsequent programming, lesson plans and teaching;
- Engages in professional discussions; establishes rapport with colleagues; displays willingness to share new knowledge with colleagues; reports back to colleagues about professional development activities.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.4 - Work productively and openly with colleagues in reviewing teaching strategies and refining professional knowledge and practice.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Demonstrates willingness to work collaboratively with colleagues as part of a team; plans, reviews and evaluates teaching strategies and programs; participates in ESL, Support Teaching and Team Teaching;
- Demonstrates willingness to be involved in professional committees and activities in the school; contributes to faculty/ stage/welfare/learning support meetings; participates in writing units of work, evaluation and reflection;
- Is willing to increase knowledge and understanding; participates in staffroom interaction; shows respect for individual personalities; accepts constructive criticism from colleagues and supervisors; seeks opportunity to access best practice – internally, externally and online.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.5 - Accept and offer constructive feedback to support a professional learning community.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Contributes to staff meetings on broader educational issues; contributes to stage/faculty meetings on pedagogical/content issues based on knowledge gained during pre service training (both practicum and university studies);
- Accepts constructive feedback on a professional rather than personal level;
- Completes all professional tasks eg surveys, evaluation forms.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.6 - Participate constructively in formal and informal professional discussions with colleagues.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Demonstrates willingness to participate; takes either a leading role or a supporting role as circumstances dictate;
- Contributes to discussions by generating ideas and questions; assists in planning; contributes own thoughts on topics; is an active listener;
- Contributes positively; is non-confrontational when disagreeing with another point of view; offers constructive and informed criticisms and suggestions; contributes to online forums/networks for beginning teachers; communicates effectively in parent groups/school councils/school assemblies.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.7 - Demonstrate a commitment to continuous professional learning by exploring educational ideas, issues and research.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Demonstrates willingness to be involved in professional investigations into educational ideas, issues and research; participates in focus groups, reviews, network groups and action research;
- Develops a professional learning/development plan as evidenced by professional reading and/or attending professional learning opportunities;
- Expresses interest in membership of educational and/or industrial organisations; is willing to observe a class of another stage; shows initiative in raising awareness of issues and research.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 6

Teachers continually improve their professional knowledge and practice

Standard 6.2.8 - Demonstrate knowledge of the application of relevant policy documents in schools.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Incorporates mandatory school/system procedures and policy documents in teaching and learning programs and class organisation;
- Reflects relevant policy documents in classroom practice as evidenced in personal manner, conflict resolution strategies, administration, child protection, sun safety and gender equity;
- Displays evidence of having read and understood relevant documents; is willing to evaluate school policies; is able to contextualise policy documents.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 7

Teachers are actively engaged members of their professional and wider community

Standard 7.2.1 - Communicate regularly and effectively with parents and caregivers, and other colleagues about students' learning and wellbeing.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Keeps comprehensive records which are used in reporting to parents and caregivers and other colleagues;
- Understands and follows established school protocols for communicating with parents and caregivers; meets all systems guidelines on reporting; ensures newsletters and permission notes follow guidelines;
- Communicates with and behaves towards parents and caregivers in a professional manner; plans for meetings with parents and caregivers; refers sensitive issues to supervisor; documents all communication with parents and caregivers; demonstrates sensitivity to the different backgrounds of parents and caregivers; displays empathy with parents and caregivers; informs parents and caregivers on changes to Board of Studies policy/school rules and regulations where appropriate;
- Uses appropriate language, both in writing and orally; uses clear and accessible language; understands what he or she wishes to communicate to parents and caregivers; uses both positive and constructive comments.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 7

Teachers are actively engaged members of their professional and wider community

Standard 7.2.2 - Demonstrate empathy and understanding in all communication including reporting student achievement to parents and caregivers.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Knows and understands the cultural/socioeconomic backgrounds of students and their parents and caregivers; uses appropriate personnel such as interpreters, Community Liaison Officers and Aboriginal Education Assistants; demonstrates sensitive communication and record keeping; accesses appropriate information on parents' and caregivers' backgrounds;
- Takes into account the situation and additional commitments of parents and caregivers; shows awareness of the possibility of differing attitudes of parents and caregivers;
- Communicates professionally with parents and caregivers; is sensitive to parents' and caregivers' responses to formal and informal communication;
- Understands and follows school protocols and guidelines with respect to privacy and confidentiality.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 7

Teachers are actively engaged members of their professional and wider community

Standard 7.2.3 - Provide opportunities for parents and caregivers to be involved in the teaching program where appropriate.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Utilises parents' and caregivers' skills, knowledge and expertise in accordance with school protocols to enhance teaching and learning programs;
- Uses established structures in the school (such as emails, newsletters and school websites) to encourage parents and caregivers to be involved in school and/or classroom activities;
- Follows school procedures to provide opportunities for two-way written and verbal communication; offers the opportunity for parent and caregiver feedback on homework sheets, class newsletters and at parent-teacher meetings.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 7

Teachers are actively engaged members of their professional and wider community

Standard 7.2.4 - Interact and network with colleagues and community stakeholders in educational forums.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Attends beginning teacher and professional networking meetings, including online educational forums;
- Engages in activities such as sports carnivals, P&C (P and F) meetings; invites community groups into the classroom (for example, police, fire brigade or mayor); organises visits to community organisations;
- Is a member of a professional association linked with a subject or KLA.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 7

Teachers are actively engaged members of their professional and wider community

Standard 7.2.5 - Demonstrate ethical behaviour by respecting the privacy of students and confidentiality of student information.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Knows and understands legislation regarding privacy of student information; is discerning about with whom and where confidential issues are discussed; does not disclose student information without first checking; knows or seeks advice relating to the media and/or critical incident reporting; seeks advice when unsure;
- Keeps records and relevant documentation secure and confidential; uses appropriate and justifiable comments in all record keeping;
- Understands mandatory reporting requirements; immediately reports issues/incidents such as critical incidents and child protection to relevant personnel; promptly notifies or refers confidential issues relating to students to supervisors.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



ELEMENT 7

Teachers are actively engaged members of their professional and wider community

Standard 7.2.6 - Present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community.

Consider the following examples and suggestions:

Evidence of teacher practice that satisfies this standard:

- Speaks in an appropriate and professional manner in all contexts;
- Edits and proofreads approved notes and distributed information; produces documentation that is objective and well researched; ensures that all written communication goes through the correct procedures; presents documentation professionally.
- Dresses professionally; dress is neat and appropriate.

Teachers may wish to include some additional suggestions to the evidence in the grey box below.

Additional suggestions for strengthening practice in order to satisfy the standard:

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Notes:



SUGGESTED ACCREDITATION PROCEDURES FOR PROFESSIONAL COMPETENCE

Introduction

This material has been developed in response to teachers' requests for indicative internal policy frameworks. It is not mandatory for TAAs to implement this specific policy framework.

These suggested procedures describe practice for the effective support of beginning teachers. The Framework of Professional Teaching Standards together with the Evidence Guide support and clarify the decisions made through existing practices.

The evidence collection should comprise documentation that the new scheme teacher has developed and implemented as part of their normal work as a beginning teacher.

The following procedures should be read in conjunction with the Advice for Accreditation at Professional Competence which describes in more holistic terms the collegial nature of the accreditation process.

1. Accreditation procedure requirements

A description of the accreditation process

This should include:

- the procedures for accreditation at the school level
- the roles and responsibilities of the parties involved from within the school
- the role of the external assessor.

The process of support

This should include:

- discussion and clarification of requirements to ensure new scheme teachers have opportunities for interaction and collegial support
- classroom observations that will be used to gather evidence of the new scheme teacher's classroom practice
- review and analysis of lesson plans and/or teaching programs
- review and analysis of student work and student learning outcomes
- opportunities for regular discussion and support for the new scheme teacher about their progress as well as guidance for further development
- opportunities for discussion with relevant colleagues to ensure their understanding of the process and the priority to be given to supporting the new scheme teacher.

2. Roles and responsibilities

The Role of the Teacher Accreditation Authority

The Teacher Accreditation Authority or its representative at the school takes all reasonable steps so that the new scheme teacher:

- understands the developmental nature of the process and where the new scheme teacher can seek support and guidance

Support Documents

- understands the process of accreditation including the role of the TAA, the Institute of Teachers, the external assessor and their own role
- has copies of the TAA's procedures for accreditation at the school level
- has a copy of and understands the Framework of Professional Teaching Standards, particularly the Standards for Professional Competence
- has a copy of and understands the TAA's Internal Appeal Process¹⁶ document
- understands that the process of meeting standards will be used as a basis for assessing their progress.

The Role of the Supervising Teacher

The supervising teacher:

- supports the new scheme teacher's participation in a school-based induction program
- provides opportunities for the new scheme teachers to describe their support needs
- supports colleagues' understanding of the need to support the new scheme teacher
- supports the new scheme teacher's access to appropriate professional learning opportunities
- discusses a schedule for classroom observations and feedback sessions in consultation with the new scheme teacher
- acknowledges the specific teaching context of the teacher in the accreditation process
- meets regularly with the new scheme teacher to discuss their progress and give guidance for further development, discuss classroom observations, review and analyse teaching programs and student learning outcomes
- discusses and analyses evidence with the new scheme teacher
- signs and dates the evidence
- contributes to the Report on the new scheme teacher in conjunction with the TAA or its representative.

The Role of the New Scheme Teacher

The new scheme teacher:

- communicates regularly with their colleagues to discuss their practice
- collects samples of their work (such as lesson plans, programs and student work samples that have been authorised by their supervisor) as evidence for accreditation
- analyses and documents their own progress against the standards
- takes responsibility for managing their progress and communicating their own support needs
- seeks professional engagement with colleagues within and outside of the school to improve their practice.

16 Refer to school or system policies where appropriate.



The Role of Colleagues

Colleagues:

- support the new scheme teacher in their progress towards accreditation
- provide a confidential sounding board for the new scheme teacher
- encourage discussion about teaching practice
- provide the new scheme teacher with opportunities for exploration, discussion and feedback
- provide advice about other sources of support from within and outside the school.

The Role of the NSW Institute of Teachers

The Institute of Teachers:

- oversees the system of accreditation and recognition of teachers' professional capacity against the Framework of Professional Teaching Standards
- advises and assists TAAs to accredit teachers as well as monitoring the accreditation process across all schools
- supports the consistent and fair application of the Framework of Professional Teaching Standards for each teacher
- manages and supports the use of external assessors in the accreditation process. It provides briefing sessions for these assessors to support their capacity to make consistent judgements
- monitors the application of accreditation decisions across the state
- assesses the ongoing capacity of TAAs to accredit teachers.

The Role of the External Assessor

The external assessor:

- reviews and comments on the evidence contained within the accreditation report provided by the TAA. The external assessor does not observe the new scheme teacher's teaching directly
- will be trained to support a process of consistency of across NSW
- will be used to inform the ongoing consistent and fair application of the accreditation process across all schools.

3. Teaching observations

Observations should provide reliable indicators of a new scheme teacher's capacity to teach effectively. The TAA should carefully manage observations ensuring the new scheme teacher is aware of the requirements and timing of the observation. Supervising teachers should ensure the new scheme teacher's authority with their class is not compromised by the presence of another teacher. In some cases, it may be possible to use team teaching as an opportunity for observation.

The following suggestions are designed to support the effective use of classroom observations:

- observation of teaching should be done in a variety of contexts over a period of time. The actual number of observations will depend on how many are needed in order to make a consistent accreditation decision
- new scheme teachers and supervising teachers should agree on a schedule for observation.

Support Documents

New scheme teachers should have knowledge of the following:

- the focus of the observation. The choice of focus for the observations must be informed by the relevant teaching standards
- the types of evidence that will be used to make judgements such as evidence of effective planning, use of appropriate teaching strategies, application of content knowledge.

4. Follow-up to teaching observations

After each observation, the new scheme teacher and the supervising teacher should have a follow-up discussion to analyse the teaching that was observed. The following protocol is suggested for these meetings:

- arrangements for each follow-up discussion should be made in advance, bearing in mind the demands of the workplace
- during the meeting the new scheme teacher should be provided with feedback on their progress and guidance as to further development
- on each occasion, a brief written record should be made, stating what the new scheme teacher's focus for development is and indicating what action (including support for the new scheme teacher) should be taken. Both the new scheme teacher and the supervising teacher should sign, date and keep a copy of this record.

The supervising teacher and new scheme teacher should also:

- review and analyse lesson and program planning documentation
- analyse student learning outcomes based on informal and formal assessment
- analyse work samples and assessment records of the new scheme teacher's students
- discuss the new scheme teacher's self assessment.

These reviews should be informed by the standards, by evidence of the new scheme teacher's work, together with an analysis of the needs and strengths of the new scheme teacher.

A written record should be kept of progress towards the standards, as well as identification of the steps to be taken to support the new scheme teacher in meeting the standards. This should be signed and dated by both the new scheme teacher and the supervising teacher and a copy should be kept by both.

All support and feedback given to the new scheme teacher should be provided on an ongoing basis. This will support the new scheme teacher's understanding of their progress towards meeting the standards. It will also provide the new scheme teacher with reasonable opportunity to be aware of whether or not they will be recommended for accreditation before they read the Accreditation Report.

It is very important that the supervising teacher keep all reports and records. If the new scheme teacher is not recommended for accreditation at the level of Professional Competence and wishes to appeal the decision, all documentation will be needed in order to address the appeal on the grounds of procedural fairness.



DOCUMENTATION TO SUPPORT ACCREDITATION AT PROFESSIONAL COMPETENCE

This material has been developed in response to teachers' requests to highlight the specific forms and types of evidence that can be used to contribute to accreditation decisions.

The following documentation is intended to demonstrate how the standards are aligned to existing classroom and professional practice.

It will be of assistance to new scheme teachers when they are planning and delivering lessons by guiding their thinking about what constitutes effective teaching practice, encouraging them to think constructively about their teaching as well as strengthening and improving their practice.

This documentation will also help new scheme teachers to collect evidence necessary to support their accreditation. It is very important, however, that this is not viewed as a checklist or reductionist summation of the complexity of teaching. The standards will always need to be integrated into teaching practice. Combinations of standards or aspects of standards apply in a range of circumstances.

New scheme teachers will need to collect, discuss and submit a range of material* to support the accreditation decision of the Teacher Accreditation Authority. This can be found on the following pages.

Only some of this documentary evidence will be required for inclusion in the Accreditation Report.

* Privacy and Personal Information

Please note, the use of the student work samples does not breach the Privacy and Personal Information Protection ('PPIP') Act 1998 provided anything that would allow the student to be identified is removed,

The copyright in the samples is retained by the individual student. Where samples are used in the Report, the new scheme teacher should have the informed consent of the student (and, depending on the student's age, from his or her parents).



SUGGESTED SOURCES OF MATERIAL TO SUPPORT THE ACCREDITATION DECISION BY THE TEACHER ACCREDITATION AUTHORITY

Teaching and Learning Programs and/or Lesson Plans; Analysis and Reflection on Lessons Taught	Relates to standard
Annotated excerpts, demonstrating reflection and analysis, which show:	
Reference to the teaching and learning cycle and scope and sequence	3.2.1; 3.2.2; 3.2.3; 3.2.5; 3.2.10
A variety of teaching and learning activities (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives	1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6; 3.2.3; 3.2.4; 4.2.5
Differentiated tasks to meet the learning needs of individual students	2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5
Activities and content that are appropriate to learning stages	1.2.1; 2.2.2; 2.2.3; 3.2.4; 4.2.5
Activities that build on prior knowledge/learning of students	2.2.4
Teaching and learning strategies that take into account student background	2.2.1; 2.2.5
Application of specific and appropriate literacy strategies	1.2.1; 1.2.2; 1.2.3; 2.2.6
A range of assessment strategies relevant to the outcomes	3.2.5; 3.2.10
Evidence of team teaching and collaborative planning; consultation with ESL teacher / Counsellor / Aboriginal Education Assistant etc	2.2.5; 6.2.4; 6.2.6
Evidence of implementation of mandatory policy documents	6.2.8
Evaluation of program/lesson plans	3.2.10; 6.2.1
Lesson Observations	
Notes and discussion about lessons observed:	
Interaction with students	4.2.1; 4.2.3; 5.2.1; 5.2.3; 5.2.6
Classroom/Learning environment	5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.6
Routines and behaviour	5.2.2; 5.2.3; 5.2.4; 5.2.5; 5.2.6
Lesson content and structure	1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 3.2.2; 3.2.4; 3.2.5; 3.2.6; 4.2.1; 4.2.3; 4.2.4; 4.2.5; 5.2.4; 5.2.5;
Communication strategies and effectiveness of classroom discussion	3.2.6; 3.2.7; 4.2.1; 4.2.2; 4.2.3
Effectiveness of group work	4.2.1; 4.2.4
Management of student behaviour	2.2.5; 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.5; 5.2.6; 5.2.7

SUGGESTED SOURCES OF MATERIAL TO SUPPORT THE ACCREDITATION DECISION BY THE TEACHER ACCREDITATION AUTHORITY

Team Teaching/Collaborative Planning	
Notes from meetings with colleagues, support staff, supervisors	6.2.4; 6.2.6
Annotated student work samples	
Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production for example, homework, group work, an assessment task	3.2.1; 3.2.2; 3.2.4; 3.2.7; 4.2.1; 6.2.1; 7.2.1
Behaviour Management Documentation	
Annotated copy of school behaviour management forms	5.2.3; 5.2.5
Evidence of implementation of school policies and procedures	6.2.8
Recording and Reporting Student Progress	
Annotated record of feedback given to students; evidence of record-keeping system	3.2.6; 3.2.7; 3.2.8
Parent/teacher meetings; plan for meeting and annotated record; written communication to parents; annotated record of letters etc sent home	7.2.1; 7.2.2; 7.2.3; 7.2.6 3.2.9; 7.2.1; 7.2.2; 7.2.6
Accurate record keeping of assessment, attendance and any discipline matters.	6.2.1; 7.2.5
Meeting Records	
Record of meetings with supervisor regarding teaching observed, lesson planning and student achievement.	3.2.10; 6.2.1; 6.2.2; 6.2.4; 6.2.5
Professional Learning Plan	
Professional Learning Plan that contains:	
Self analysis and reflection	6.2.1; 6.2.3
Attendance and participation in professional learning opportunities	6.2.2; 6.2.3; 6.2.7; 1.2.1
Use of/implementation of professional learning activities	7.2.4