



**CONTINUING PROFESSIONAL
DEVELOPMENT
POLICY - *SUPPORTING THE
MAINTENANCE OF
ACCREDITATION AT
PROFESSIONAL COMPETENCE***

NSW INSTITUTE OF TEACHERS

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PART 1: INTRODUCTION:

1 PREAMBLE

The purpose of the *Continuing Professional Development Policy - Supporting the Maintenance of Accreditation at Professional Competence* is to give effect to the *Institute of Teachers Act 2004*. The policy forms part of the *Professional Teaching Standards* as approved by the Minister. The policy aligns teachers' participation in mandatory continuing professional learning to their career development. More broadly, it is designed to assist teachers, teacher accreditation authorities, continuing professional development providers, employers, professional teaching associations, unions, the community, and independent statutory authorities like the NSW Board of Studies, to understand and engage in the professional learning of teachers.

The policy aims to have the Institute, as well as existing and new providers, support the quality and range of continuing professional development at the level of Professional Competence. The policy describes mechanisms for research, analysis of data, teacher input and provider input enabling the Institute to develop advice for the Minister. This supports a process whereby the Institute, together with the profession, continually improves the quality of provision of continuing professional development for teachers maintaining accreditation at Professional Competence.

On-going learning is at the heart of a teacher's professional life. This policy will provide teachers with a structure to support their learning and development in a collegial manner throughout their professional lives.

All mandatory continuing professional development at the level of Professional Competence will be referenced to the *Framework of Professional Teaching Standards*. This will ensure continuing professional development is focused and designed to support teachers in achieving and maintaining accreditation at the level of Professional Competence.

Participation in mandatory continuing professional development is necessary for teachers to support their knowledge, skills and capabilities following a five-year period. Teachers will also need to undergo a re-accreditation process to maintain their accreditation at the level of Professional Competence.

Innovative and flexible approaches to professional development will be identified and promoted through the Institute's processes. Teachers and schools will be able to access information about exemplary professional learning opportunities and select provision that best suits their needs.

The provision of high quality continuing professional development is integral to supporting the status of the profession. Attaining consistency in this provision will be achieved through the regulatory framework set out in this policy.

1.1 THE INSTITUTE OF TEACHERS ACT 2004

The Institute has legislated responsibility to advise the Minister on:

- (a) the approval by the Minister of initial and continuing teacher education courses or programs that are relevant for the purposes of accreditation under the Institute of Teachers Act 2004;
- (b) the approval by the Minister of persons or bodies who may provide professional development in accordance with the requirements of the Professional Teaching Standards;
- (c) the conditions and criteria for continuing accreditation, including requirements in relation to professional development.

The Minister is responsible for the approval of continuing professional development courses, programs and providers, as well as specifying the conditions relating to the professional development of continuing accreditation. The Minister has delegated to the Chief Executive of the NSW Institute of Teachers the function to approve providers, courses and programs.

This policy outlines the processes the Institute will use to develop advice. The principal source of advice on these matters will be the Quality Teaching Council.

This policy will apply to teachers who have been accredited at the level of Professional Competence, as well as Teacher Accreditation Authorities and continuing professional development providers.

1.2 POLICY OBJECTIVES

The Continuing Professional Development Policy - *Supporting the Maintenance of Accreditation at Professional Competence* - seeks to achieve the following objectives:

- increasing teachers' access to high quality continuing professional development programs and courses designed to support improved student learning
- enabling providers to achieve consistency in the provision of high quality continuing professional development
- assisting teachers to maintain their accreditation at the level of Professional Competence against the *Framework of Professional Teaching Standards*
- supporting the knowledge, skills and capabilities of teachers by providing appropriate recognition for undertaking continuing professional development
- increasing teacher participation in continuing professional development
- enabling teachers to take responsibility for their own continuing professional development.

1.3 PROFESSIONAL LEARNING AND PROFESSIONAL DEVELOPMENT

Professional learning and professional development are often used interchangeably by teachers and providers. These two terms are differentiated in this policy.

Professional learning refers to the growth of teacher expertise that leads to improved student learning. Professional learning is demonstrated through practice and can be measured through the accreditation process.

Continuing professional learning is needed to keep abreast of new developments in curriculum and pedagogy arising from the changing and evolving educational, social and cultural contexts in which teachers work and students learn.

Professional development refers to the processes, activities and experiences that provide opportunities to extend teacher professional learning. Participation in continuing professional development assists in the development of teacher professional learning.

An integrated continuing professional development approach that provides for both site-based and external professional development allows teachers and schools to develop their professional learning and expertise.

Teachers also contribute to their professional growth by participating in collegial professional practice. Professional development is most effective when undertaken in this manner. Working collegially facilitates access to multiple learning pathways that cater for the diversity of contexts, experience, educational level, subjects/disciplines, background, learning purposes and learning styles for all teachers.

1.4 CONTINUING PROFESSIONAL DEVELOPMENT FOR THE PURPOSE OF MAINTAINING ACCREDITATION AT THE LEVEL OF PROFESSIONAL COMPETENCE

Participation in continuing professional development is mandatory to support the achievement and maintenance of accreditation at Professional Competence. Schools and teachers can use the *Framework of Professional Teaching Standards* to identify and plan their continuing professional development.

Teachers accredited at Professional Competence reflect critically on their professional experiences and engage in a variety of development activities that encourage self reflection and the development of a learning community. Teachers accredited at Professional Competence will be able to adopt an eclectic approach to their continuing professional development.

The Institute has created two categories of continuing professional development for the purpose of assisting teachers to maintain their accreditation. These categories are as follows:

- **Institute Registered Continuing Professional Development**

Institute Registered Continuing Professional Development comprises Institute registered courses and programs.

These courses and programs can only be provided by Institute endorsed continuing professional development providers. This type of continuing professional development has been mapped to the *Framework of Professional Teaching Standards* at the level of Professional Competence.

Institute Registered Continuing Professional Development will be listed on the Institute's website via its public register. Activities from these courses and programs that are designed for specific groups, such as staff from an individual school, will be placed on a limited access section of the register on the Institute's database.

- **Teacher Identified Continuing Professional Development**

Teacher Identified Continuing Professional Development comprises non-registered continuing professional development. The activities may involve experiences similar to those in *Institute Registered Continuing Professional Development*, but these activities have not been registered through the Institute.

Activities in *Teacher Identified Continuing Professional Development* can include conferences, workshops, forums, courses, professional reading, observations, in-house training, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities. Teachers will be required to select a variety of professional development activities from this category.

Teacher Accreditation Authorities will confirm the *Teacher Identified Continuing Professional Development*. Teachers will maintain a record of these activities in their individual *Continuing Professional Development Participation Log*.

To give teachers, schools and providers some flexibility, this type of continuing professional development can be offered by either endorsed providers or other providers who have not been endorsed by the Institute. (Note: *Teacher Identified Continuing Professional Development* will not be placed on the Institute's website).

Support documents for teachers, providers, and Teacher Accreditation Authorities will provide advice about the two categories of continuing professional development.

Teachers must be able to complete a minimum of 50 hours of *Institute Registered Continuing Professional Development* and a minimum of 50 hours of *Teacher Identified Continuing Professional Development*. This participation will be monitored by the Institute and must occur over five years in order to maintain accreditation at Professional Competence.

Teachers can select from a range of professional development models that can be used in the delivery of both categories of continuing professional development. The Institute's processes provide for a collegial approach to professional development.

The involvement of every accredited teacher in a minimum amount of continuing professional development is assured through the implementation of this policy. The Institute supports the provision of continuing professional development that is broad, innovative and provides support for the maintenance of accreditation of teachers at the level of Professional Competence.

1.5 THE FRAMEWORK OF PROFESSIONAL TEACHING STANDARDS

This policy framework is designed to assist continuing professional development providers deliver effective, high quality resources that will support teachers to achieve and maintain professional standards in their practice. Undertaking quality

continuing professional development is an important dimension of effective professional practice.

The Institute is responsible for advising the Minister on the *Framework of Professional Teaching Standards*. This sets out the knowledge, skills and capabilities expected of teachers at four levels:

- graduate teacher
- professional competence
- professional accomplishment
- professional leadership.

The framework forms the basis of an integrated career-long approach to the preparation, support and development of quality teachers. It provides:

- a structure for determining the professional learning priorities for teacher development to support the maintenance of accreditation at Professional Competence
- a process to chart the provision of professional learning in New South Wales
- a mechanism to evaluate courses and programs.

1.6 DESCRIPTION OF THE FRAMEWORK FOR THE CONTINUING PROFESSIONAL DEVELOPMENT POLICY TO SUPPORT MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

The framework for the *Continuing Professional Development Policy - Supporting Maintenance at Professional Competence* is in six parts:

- Part 1 - introduction
- Part 2 - professional learning advice
- Part 3 - regulation of providers of continuing professional development
- Part 4 - registration of continuing professional development courses and programs to support the maintenance of accreditation at Professional Competence
- Part 5 - regulation of teachers' participation in continuing professional development to support the maintenance of accreditation at Professional Competence
- Part 6 - general provisions.

The framework supports participation in high quality professional learning through the regulation of providers and the registration of courses and programs of continuing professional development to support the maintenance of accreditation at Professional Competence. It will provide teachers with an assurance of the quality and focus of continuing professional development.

1.7 SUPPORT MATERIAL AND OTHER POLICIES

The following Institute of Teachers materials will support the policy being implemented:

1. A provider's manual to support the policy
2. Advice to Teacher Accreditation Authorities about continuing professional development supporting the maintenance of accreditation at Professional Competence
3. Advice to Teachers about continuing professional development supporting the maintenance of accreditation at Professional Competence.

This policy will need to be considered in conjunction with the Institute's Maintenance of Accreditation **Policy**¹.

¹ This policy is under development

PART 2: PROFESSIONAL LEARNING ADVICE

2 PREAMBLE

The Institute of Teachers will support teachers by providing strategic advice about the provision of professional learning for teachers. This advice will include identifying relevant research, identifying course and program development needs, and providing advice on course or program quality, availability and appropriateness.

2.1 THE PROFESSIONAL LEARNING ENDORSEMENT AND ADVISORY COMMITTEE (PLEAC)

The Professional Learning Endorsement and Advisory Committee (PLEAC) is a committee of the Quality Teaching Council. The PLEAC will be established to:

1. make recommendations to the Quality Teaching Council about the endorsement of providers, and
2. provide strategic advice to the Quality Teaching Council in the area of professional learning, based on teacher input, evaluation data and current research.

The PLEAC will be established by the Quality Teaching Council.

2.1.1 Membership of the Professional Learning Endorsement and Advisory Committee (PLEAC)

The PLEAC comprises:

1. The Chief Executive of the NSW Institute of Teachers
2. Three members of the Quality Teaching Council of the Institute of Teachers with experience in the development and delivery of high quality continuing professional development
3. One person drawn from each of the government school, Catholic school and independent school sectors with experience in the development and delivery of high quality continuing professional development
4. Two experts in the development and delivery of high quality continuing professional development.

Overall, there should be a balance of members from government, Catholic and independent school sectors, the Professional Teachers Council, NSW Teachers Federation, the Independent Education Union and teacher educators.

The Manager, Professional Learning of the NSW Institute of Teachers is to be the executive officer to the PLEAC.

2.1.2 Advisory Functions of the Professional Learning Endorsement and Advisory Committee

The PLEAC will provide advice to the Quality Teaching Council in the following areas:

- support of continuity and coherence between induction and continuing professional development for the maintenance of accreditation at the level of Professional Competence
- research and knowledge in the area of professional learning
- research regarding the evaluation of continuing professional development
- evaluation of the quality of registered continuing professional development provision for the purpose of improved student learning outcomes
- identification of gaps and overlap in the overall provision of continuing professional development
- brokering for access to courses that support teachers in achieving the professional teaching standards
- monitoring of teacher input and evaluation data regarding professional learning
- development and implementation of continuing professional development awards for providers and teachers.

The endorsement function of the PLEAC is described in section 3.5.2 of this policy.

PART 3: REGULATION OF PROVIDERS OF CONTINUING PROFESSIONAL DEVELOPMENT

3 PREAMBLE

The *Institute of Teachers Act 2004* allows the Minister to approve providers of continuing professional development. The Minister has delegated this function to the Chief Executive of the Institute of Teachers. Endorsement of providers of continuing professional development is necessary to provide assurance of the quality of the courses or programs.

Regulation of providers of continuing professional development to support the maintenance of accreditation at Professional Competence will be achieved through processes of endorsement. This will assure the capacity of the provider to deliver a specific course or program that supports teachers in maintaining accreditation at the level of Professional Competence.

3.1 PROVIDERS OF CONTINUING PROFESSIONAL DEVELOPMENT FOR MAINTENANCE OF ACCREDITATION AT THE LEVEL OF PROFESSIONAL COMPETENCE

Providers offering continuing professional development courses or programs will need to be endorsed by the Institute. These providers include school systems; professional teaching associations; and independent statutory authorities such as the NSW Board of Studies, universities, co-operatives, government departments, not-for-profit organisations (such as professional teaching associations), private providers and individuals.

Although, the terms 'course' and 'program' are used interchangeably by providers, for the Institute's purpose, courses and programs are differentiated by extent.

- A **course** involves a professional learning activity of 10 hours or less. This activity could occur over several days.
- A **program** involves a professional learning activity of more than 10 hours and could involve one or more courses.

3.2 REGULATORY FRAMEWORK FOR ENDORSEMENT OF PROVIDERS OF CONTINUING PROFESSIONAL DEVELOPMENT COURSES AND PROGRAMS AT THE LEVEL OF PROFESSIONAL COMPETENCE

The process for provider endorsement will be applied fairly and equitably but not inflexibly. Providers will be evaluated against the criteria below.

1. The provider is a bona fide provider.
2. The courses or programs reflect either one or more of the elements, or all of the elements of the *Framework of Professional Teaching Standards*. This criterion will determine the scope of endorsement.

The provider's courses and programs in any one element must complement the spirit of all other elements in the *Framework of Professional Teaching Standards*.

The courses and programs should be appropriate for teachers as defined by the *Institute of Teachers Act 2004*.

3. Processes are in place to assure the quality of the people used to deliver courses and programs.
4. The courses or programs offered reflect quality design and delivery.
5. Policies and procedures are in place to provide assurance of the quality delivery and evaluation of courses or programs.
6. The administrative and record management systems in place are current, accurate and secure.
7. There is evidence that all marketing and advertising of continuing professional development products and services are both appropriate and ethical.
8. The provider has policies in place in regard to any statutory requirements that affect the provision of professional development.
9. The provider has the necessary insurance cover to conduct continuing professional development activities.
10. Recognition policies are in place ensuring that participants can apply for recognition if available (where applicable).
11. Assessment policies are in place that include a description of the form and timing of assessments; requirements for satisfactory completion of the course(s) or program(s), as well as any specific requirements related to possible certification (where applicable).

Where a partnership exists, documentation of the partnership agreement will need to be provided to the Institute for endorsement of the joint providers.

There will be some flexibility in the regulation of providers of courses and programs with regards to requirements such as documentation or payment for not-for-profit organisations, school systems, and non-government school authorities. This will include providers such as the Department of Education and Training, Catholic Education Offices, the Association of Independent Schools and the NSW Professional Teachers Council.

Note: endorsed providers will be listed on the Institute's register.

3.3 INFORMATION FOR CONTINUING PROFESSIONAL DEVELOPMENT PROVIDERS

A manual will be distributed to providers to assist them in the submission process. The manual includes:

- a description of the endorsement process

- the requirements for renewal of endorsement
- documentation to be provided to the NSW Institute of Teachers
- appeals process.

3.4 PROVIDERS LINKED TO OTHER ENDORSEMENT FRAMEWORKS

In developing the criteria for providers, attention has been given to the alignment with the regulatory requirements of the Australian Qualifications Framework (AQF). There are a number of providers who already meet these requirements.

Endorsement does not need to be sought by universities and other self-accrediting or non self-accrediting higher education institutions within categories II and III of the AQF Register (<http://www.aqf.edu.au/register.htm>) offering professional development courses and programs for teachers that contribute to accredited higher education qualifications.

These providers will not be required to provide documentation for points 1, 3-5, and 7-11 outlined in section 3.5. They will, however, be required to provide documentation for points 2 and 6 of section 3.5. This necessitates a representative sample of registered courses and/or programs for each element of the *Framework of Professional Teaching Standards* to be offered.

Where self-accrediting higher education institutions only provide continuing professional development courses which contribute towards a qualification, these providers will not need to be endorsed.

Such continuing professional development can be counted towards both *Institute Registered Continuing Professional Development* and *Teacher Identified Continuing Professional Development* mandatory participation hours.

This exemption will not extend to university staff who independently deliver courses/programs that are not recognised, nor in any way contribute to the award of a university qualification. Where self-accrediting higher education institutions provide the same such courses, these providers will need to seek endorsement from the Institute.

Where universities offer continuing professional development in partnership with other organisations, the partnership arrangement will need to be outlined for the purpose of exemption. The course design, content and the quality assurance mechanisms will need to be described in the documentation provided to the Institute.

The alignment will also reduce the amount of documentation for some providers by allowing them to submit documentation developed for other purposes. Providers who meet the requirement of the Australian Qualifications Training Framework and are Registered Training Organisations (RTOs) will be able to submit some documentation developed for their application for registration as a RTO. This includes TAFENSW. These providers will be required to provide documentation for points 2 and 6 of section 3.5.

3.5 REQUIRED DOCUMENTATION

Documentation in support of provider endorsement must be consistent with the criteria set out in the framework for regulating providers of continuing professional development in section 3.2.

Applications for provider endorsement must include documentation for the element or elements of the *Framework of Professional Teaching Standards* for which the provider is seeking endorsement. Providers can either nominate all seven elements of the framework for their endorsement or they can nominate a selection of the elements for which they seek endorsement. This will determine a provider's scope of endorsement.

Once endorsed, a provider can apply for a variation to the scope of endorsement to other additional elements of the *Framework of Professional Teaching Standards*.

The documentation should include:

1. Documentation indicating the nature of the provider's business.
2. A representative sample of registered courses and/or programs for each element of the *Framework of Professional Teaching Standards* to be offered by the provider. The representative sample will be adequate to assure the range and quality of professional development across their provision. This will require providers to submit the Institute's online course and program registration form.

A representative sample will be negotiated on a case-by-case basis between the Manager, Professional Learning and a representative of the provider. This will be based on the number and duration of courses/programs, as well as the variety of delivery modes offered by the provider.

3. A process to assure the quality of presenters delivering courses and programs.
4. Policies and procedures for delivering and evaluating courses and programs
5. Evidence of administrative and records management systems.
6. Evidence that all marketing and advertising of registered continuing professional development are both appropriate and ethical.
7. Policies in regard to any statutory requirements that affect the provision of professional development such as privacy, anti-discrimination and occupational health and safety.
8. A copy of the provider's public liability insurance.
9. Policies for determining the extent of recognition available to teachers (where applicable to the courses/programs).
10. Assessment policies for determining achievement of the outcomes of the courses and programs (where applicable to the courses/programs).

11. Copies of agreements for the joint provision of courses and programs (where applicable to the courses/programs).

Universities and other self-accrediting higher education institutions and non self-accrediting higher education institutions within categories II and III of the AQF Register (<http://www.aqf.edu.au/register.htm>) offering professional development courses and programs for teachers that contribute to accredited higher education qualifications will need to submit documentation listed in points 2 and 6.

Registered Training Organisations (RTOs) offering professional development courses and programs for teachers that contribute to qualifications under the AQTF will also need to submit documentation developed for RTO purposes. They will need to submit documentation listed in points 2 and 6 above.

3.5.1 Responsibility for Provider Endorsement

All applications for endorsement submitted by providers will be considered by the Professional Learning Endorsement and Advisory Committee (PLEAC) against the criteria listed in section 3.2. The PLEAC is responsible for reviewing the documentation for providers and making recommendations to the Institute on their endorsement. The PLEAC is a subcommittee of the Quality Teaching Council (QTC). All recommendations of the PLEAC must be considered by the QTC for endorsement.

3.5.2 Endorsement Functions of the Professional Learning Endorsement and Advisory Committee (PLEAC)

The endorsement functions of the PLEAC are to:

1. undertake an assessment of each submission from providers against the stated criteria
2. provide advice to providers about their course provision
3. monitor the provider's optional self evaluations
4. make recommendations to the Quality Teaching Council for endorsement
5. make recommendations for the renewal of provider endorsement
6. make recommendations to the Quality Teaching Council for deregistration of courses or programs where appropriate

The advisory function is described in section 2.1.2 of the policy.

3.5.3 The Endorsement Process

Members of the PLEAC will be trained by the Institute to evaluate providers against the established criteria.

The Institute will publish the dates by which providers should lodge their endorsement applications with the Institute.

The endorsement process will comprise:

1. formal submission of the provider documentation to the Institute. The Institute will acknowledge receipt of the application
2. consideration by the PLEAC of provider documentation against endorsement criteria
3. recommendation from the PLEAC to the Institute through the QTC
4. final decision regarding provider endorsement communicated by the Institute of Teachers to the provider.

The renewal of provider endorsement will comprise:

1. formal submission of updated provider documentation
2. consideration of the provider's renewal application by the PLEAC against the endorsement criteria
3. recommendation from the PLEAC to the Institute through the QTC

final decision regarding provider endorsement communicated by the Institute of Teachers to the provider.

Following acceptance of the recommendation, the Institute will advise the provider of the outcome of the endorsement process. Where an application is deficient in any area, the PLEAC will advise the applicant of the requirements for resubmitting an amended application.

All endorsed providers and their *Institute Registered Continuing Professional Development* courses and programs registered by the Institute, and approved by the Minister, will be listed on the Institute's public register. The limited access section of the register (available on the Institute's website) will also outline activities open to a specific group such as a school. (See Part 4 for Institute registered courses and programs). The register will assist teachers in the identification of *Institute Registered* courses and programs for the maintenance of accreditation at the level of Professional Competence.

The on-going evaluation of courses and programs by teachers will provide the Institute with a mechanism to monitor the capacity of the courses to assist teachers in meeting their accreditation requirements.

3.6 REVIEW PROCESS

A review process is available to a provider following submission of an unsuccessful application. The avenue of review will only be available to providers after all attempts to meet the Institute's criteria have failed.

The review will be considered by the Continuing Professional Development Endorsement Review Committee (CPDERC). The CPDERC will be a committee of the QTC.

3.6.1 Basis for review

A review process will be available to providers. The basis for review to the CPDERC will be matters relating to:

1. procedural fairness
2. evidence of the provider's capacity to meet endorsement criteria
3. reasons the endorsement criteria should not be applied in the provider's particular circumstances
4. any other relevant considerations.

3.6.2 Membership of the Continuing Professional Development Endorsement Review Committee (CPDERC)

The CPDERC consists of individuals who are not members of the PLEAC. The membership of the CPDERC comprises:

1. the Chair of the Institute
2. three members of the Quality Teaching Council of the Institute of Teachers with experience in the development and delivery of high quality continuing professional development
3. two experts in the development and delivery of high quality continuing professional development
4. one person drawn from each of the government school, Catholic school and independent school sectors with experience in the development and delivery of high quality continuing professional development
5. additional expertise as required.

Overall, there should be a balance of members from government, Catholic and independent school sectors, the Professional Teachers Council, NSW Teachers Federation, the Independent Education Union and teacher educators.

The Manager, Professional Learning of the NSW Institute of Teachers is to be the executive officer to the CPDERC.

3.6.3 Functions of the CPDERC

The functions of the CPDERC Appeals Committee are to:

1. consider appeals against the endorsement guidelines

2. make recommendations to the Quality Teaching Council

The CPDERC will meet on a needs basis.

3.6.4 The Review Process

The review process will comprise the following:

- submission of the request for a review to the CPDERC by the provider
- consideration of the review by the CPDERC
- recommendation from the CPDERC to the QTC
- decision endorsed by the Institute of Teachers
- notification of the review's outcome to be communicated to the provider by the Institute.

3.7 RENEWAL OF PROVIDER ENDORSEMENT

The Institute can review provider endorsement at any time, but will require provider endorsement to be renewed at intervals of no greater than five years.

Providers must immediately advise the Institute when there is a substantive change to any aspect of their provider endorsement including their registered courses or programs.

A substantive change is defined as a modification that will change the delivery and/or the outcomes of the course or program as they were described in the initial provider endorsement documentation.

3.8 REGISTER OF PROVIDERS AND CONTINUING PROFESSIONAL DEVELOPMENT ALIGNED TO THE STANDARDS

Endorsed providers will have their courses and programs registered with the Institute of Teachers. *Institute Registered Continuing Professional Development* offerings will be placed on the register on the Institute's website.

The register of *Institute Registered Continuing Professional Development* courses and programs will assist teachers to identify courses and programs that will help support them to maintain their accreditation at Professional Competence.

Teachers will record their *Teacher Identified Continuing Professional Development* on their online *Continuing Professional Development Log*. This is available on the Institute's website.

This allows the Institute to map the state-wide availability of the continuing professional development provision that supports the maintenance of accreditation at Professional Competence (both *Institute Registered Continuing Professional Development* and *Teacher Identified Continuing Professional Development*).

Part 5 of the policy outlines the mapping process of *Teacher Identified Continuing Professional Development* for the maintenance of accreditation at the level of Professional Competence.

PART 4: REGULATION OF CONTINUING PROFESSIONAL DEVELOPMENT COURSES AND PROGRAMS

4 PREAMBLE

This policy outlines the processes to be used by the Institute to make recommendations to the Chief Executive of the Institute on the approval of courses and programs of continuing professional development for the maintenance of accreditation at the level of Professional Competence.

Regulation of continuing professional development will be achieved through registering the *Institute Registered Continuing Professional Development* courses and programs offered by endorsed providers.

The policy is designed to help meet the objectives outlined earlier and, in particular, to provide assurance that the *Institute Registered Continuing Professional Development* courses or programs will assist teachers in maintaining accreditation at the level of Professional Competence.

Teachers who participate in *Institute Registered Continuing Professional Development* will be able to plan learning that meets the professional teaching standards. In some circumstances recognition will also be provided through advanced standing into a qualification under the Australian Qualifications Framework.

Institute Registered Continuing Professional Development is published on the public register on the Institute's website. *Teacher Identified Continuing Professional Development*, which consists of non-registered courses and programs, is not published on the Institute's public register.

4.1 THE REGISTER OF INSTITUTE REGISTERED COURSES AND PROGRAMS

The Institute maintains a register of *Institute Registered Continuing Professional Development* provision as a result of provider endorsement and course and program registration. Each *Institute Registered Continuing Professional Development* course and program will be assigned a unique code. Providers will not be able to place their *Teacher Identified Continuing Professional Development* offering on the Institute's website.

Teacher Accreditation Authorities and teachers are able to access the register on the Institute's website. The register includes information about the standards to be addressed, as well as the anticipated cost, availability and duration of the course/program.

Teachers will be able to access the register to find *Institute Registered Continuing Professional Development* courses and programs that will meet the required standards and help develop their professional learning.

4.2 FRAMEWORK FOR REGISTRATION OF CONTINUING PROFESSIONAL DEVELOPMENT COURSES AND PROGRAMS

This framework comprises the following elements:

1. the registration process
2. course and program evaluation
3. audit processes
4. registration renewal
5. review process.

4.3. REGISTRATION PROCESS

A provider of *Institute Registered Continuing Professional Development* must be endorsed by the Institute before courses and programs can be registered (see Part 3).

As Continuing Professional Development forms part of the Framework of Professional Teaching Standards, the endorsed provider must develop *Institute Registered Continuing Professional Development* courses and programs to meet the Institute of Teachers' Professional Competence standards.

As part of the endorsement process, providers are required to meet the evaluation criteria for endorsement and to submit a representative sample of courses that demonstrates quality, scope and relevance. After endorsement the provider then submits courses for registration.

The provider submits the registration of the course or program. Applications are to be lodged online.

The application for *Institute Registered Continuing Professional Development* requires the provider to enter the following details regarding their continuing professional development on the Institute database:

1. the Professional Teaching Standards to be addressed in the course or program
2. a brief description of the content
3. a brief description of the delivery strategies
4. an outline of the assessment strategies, if used in the course or program
5. the indicative hours for completion
6. the target group
7. the maximum number of participants
8. the venue/s, date/s and time/s (can be advised when determined)
9. any special requirements for participation
10. any recognition available to teachers completing the course or program, including links to accreditation as well as advanced standing or credit transfer into recognised qualifications

11. an evaluation process for the course or program.

The evaluation process must allow participants the opportunity to assess the effectiveness of the course or program in meeting the targeted professional teaching standards.

An online proforma for the *Institute Registered Continuing Professional Development* registration is available from the Institute website. Once the provider submits the registration details for their courses and programs, the Institute will send an acknowledgment of completed *Institute Registered Continuing Professional Development* registrations to the providers.

For the purpose of participation in the mandatory hours of Continuing Professional Development at the level of Professional Competence, the Institute will differentiate between *Institute Registered Continuing Professional Development* and *Teacher Identified Continuing Professional Development*.

The categories are described in section 1.4.

Details of Institute Registered courses and programs will be listed on the Institute's public register to assist teachers in the identification and selection of courses. The register will clearly indicate that each course and program belongs to *Institute Registered Continuing Professional Development*.

Providers can apply to renew the registration of any course or program every five years. A provider may elect to offer a course or program for a period of less than five years.

4.4 EVALUATION OF INSTITUTE REGISTERED CONTINUING PROFESSIONAL DEVELOPMENT COURSES AND PROGRAMS

The evaluation of *Institute Registered Continuing Professional Development* is necessary to determine the quality and directions for the improvement of courses and programs.

Following completion of the *Institute Registered Continuing Professional Development* course or program, teacher participants will evaluate the courses and programs online (the Institute database will only register the course/program as complete once this has been done). The evaluation will consist of common evaluation criteria and will seek a range of satisfaction data including whether the course addressed the Professional Teaching Standards at the level of Professional Competence.

Ideally, course and program evaluation should gauge participant reaction, participant learning, application of learning, provider support, organisational support for the application of learning and the perceived impact on teaching and learning.

The Institute's online facilities will allow providers to electronically transmit the Teacher Accreditation Numbers of participants and their course or program code to the Institute. These online facilities provide support for organisers of courses and

programs, including assistance with the organisational arrangements and direct reporting of required information.

Teachers will have three months to complete the online evaluation. The Institute's website facility will allow teachers to save evaluations and fill out sections across the three-month period. This will provide an opportunity for teachers to consider the impact of the course on teaching and learning.

Providers will have access to a summary of the teacher evaluations relevant to their presented course or program.

4.4.1 Guidelines for the evaluation of Institute Registered Continuing Professional Development Courses and Programs

Evaluation is an essential tool to ensure the development and delivery of high quality continuing professional development.

The Institute will provide a generic online evaluation instrument for teachers to make judgments about the quality of the *Institute Registered Continuing Professional Development* courses and programs they have undertaken. The Institute's evaluation process will gauge the overall quality of the *Institute Registered Continuing Professional Development* provision. In addition, data collected from these evaluations will be used to assist endorsed providers to improve and more effectively target their provision.

To ensure that evaluations are fair and sound, the Institute's evaluation process will:

1. be designed to target the needs of teachers participating in the course or program
2. be manageable, practical, timely and cost-effective
3. be conducted ethically, legally and with regard to the interests of the teachers and providers involved in the evaluation
4. describe the elements of the course or program to be evaluated.

4.4.2 Optional Provider Self Evaluation

Subsequent to offering an Institute registered course or program, providers can submit an optional self evaluation of the *Institute Registered Continuing Professional Development* course or program. This evaluation will indicate the number of participants, the effectiveness of the program in meeting the standards, a summary of issues raised in course or program evaluations, provider recommendations for changes to the delivery of the course or program and any proposals for review.

The optional provider self evaluations will be considered by the Professional Learning Endorsement and Advisory Committee.

4.5 THE INSTITUTE'S AUDIT FUNCTION

The Institute will audit *Institute Registered Continuing Professional Development* courses and programs against their capacity to support teachers in maintaining the standards at Professional Competence.

The Professional Learning Endorsement and Advisory Committee (PLEAC) is responsible for the auditing of courses and programs.

4.5.1 Audit Functions

Members of the PLEAC will receive training to conduct the audit processes for continuing professional development courses and programs.

The audit functions of the PLEAC involve:

1. analysing registration and participation data trends
2. analysing variations between teacher evaluation data and provider documentation
3. auditing a random selection of courses and programs
4. auditing teachers' claims of participation
5. considering cases for deregistration
6. making recommendations to the Quality Teaching Council.

Following acceptance of the recommendations, the Institute will advise the audited providers of the outcome of the audit. Where a course or program is deficient in any area, the PLEAC will advise the provider of the requirements for resubmitting their registration.

4.6 RENEWAL OF INSTITUTE REGISTERED CONTINUING PROFESSIONAL DEVELOPMENT COURSE OR PROGRAM REGISTRATION

Registration of courses and programs of continuing professional development must be renewed every five years. Providers must advise the Institute immediately when there is substantive change to the courses or programs.

A substantive change is defined as a modification that will impact significantly on the capacity of the course or program to support the Professional Competence standards as they were described in the initial course documentation.

The Institute can review registration at any time, but will require providers to renew registration of their course or program at intervals no greater than five years.

4.7 DEREGISTRATION OF INSTITUTE REGISTERED CONTINUING PROFESSIONAL DEVELOPMENT

An *Institute Registered Continuing Professional Development* course or program can be deregistered when evaluations indicate that a course or program is not addressing the professional teaching standards and the provider has been unable to remedy this problem.

The PLEAC will be responsible for making the recommendation to the Quality Teaching Council to deregister the course or program.

The deregistration process involves:

- Consideration by the PLEAC of the evaluation data for *Institute Registered Continuing Professional Development* courses or programs. This applies to a situation where concerns have been raised regarding the capacity of the continuing professional development provision to support teachers in maintaining the professional teaching standards at the level of Professional Competence.
- Feedback to the provider regarding the *Institute Registered Continuing Professional Development* course or program revision.
- Consideration of the provider's revision to the *Institute Registered Continuing Professional Development* course or program by the PLEAC.
- Where teacher evaluations continue to indicate concerns regarding the quality of the *Institute Registered Continuing Professional Development* course or program, the PLEAC can recommend the deregistration of the course or program.

The decision regarding deregistration will be made by the Institute. It should be noted that deregistration of a course or program will not necessarily lead to a loss of provider endorsement. Following revision, providers can resubmit their course or program for registration.

4.8 TEACHER IDENTIFIED CONTINUING PROFESSIONAL DEVELOPMENT

Continuing professional development which is not registered through the Institute can be credited towards the mandatory hours of participation through *Teacher Identified Continuing Professional Development*. See Part 5 of this document.

PART 5: REGULATION OF TEACHERS' PARTICIPATION IN CONTINUING PROFESSIONAL DEVELOPMENT

5 PREAMBLE

Regulation of teachers' participation in continuing professional development is focused on ensuring the continuing education of teachers throughout their careers. *The Institute of Teachers Act 2004* allows that the Minister may approve Professional Teaching Standards which make provision for the conditions and criteria for continuing accreditation, including requirements in relation to professional development.

This policy framework has two priorities:

- to regulate the amount and form of continuing professional development required of teachers
- to promote responsibility among teachers for their own continuing professional development through appropriate recognition arrangements.

The establishment of the Institute of Teachers provides two opportunities for regulating teachers' participation in continuing professional development:

- mandatory participation in continuing professional development at the level of Professional Competence
- the establishment of mandatory continuing professional development requirements as indicators of maintenance of accreditation.

The policy incorporates a process to verify that teachers have undertaken the required amount of continuing professional development.

5.1 THE ROLE OF THE NSW INSTITUTE OF TEACHERS

The Institute is responsible for advising the Minister on continuing professional development. Participation in continuing professional development is part of the Framework of Professional Teaching Standards and is mandatory for the maintenance of accreditation at the level of Professional Competence. This participation ensures that teachers who have attained accreditation at the level of Professional Competence will have access to continuing professional development that supports their learning and maintenance of accreditation throughout their career.

5.2 FRAMEWORK FOR REGULATING PARTICIPATION IN CONTINUING PROFESSIONAL DEVELOPMENT

The framework requires all teachers accredited at Professional Competence to undertake a range of continuing professional development activities over a set period of time.

The elements of this framework comprise:

1. the types of continuing professional development available to teachers
2. the amount of continuing professional development to be undertaken for maintenance of accreditation
3. mechanisms for monitoring participation in continuing professional development.

5.3 TYPES OF CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development includes a range of Institute registered and non-registered learning experiences. As outlined in 1.4, these are described as either *Institute Registered Continuing Professional Development* or *Teacher Identified Continuing Professional Development*. Both types of Continuing Professional Development are important in supporting teacher professional learning².

- **Institute Registered Continuing Professional Development**

Institute Registered Continuing Professional Development comprises Institute registered courses and programs.

These courses and programs can only be provided by Institute endorsed continuing professional development providers. This type of continuing professional development has been mapped to the *Framework of Professional Teaching Standards* at the level of Professional Competence.

Institute Registered Continuing Professional Development will be placed on the Institute's website via its public register. *Institute Registered Continuing Professional Development* discrete activities designed for specific groups, such as staff from an individual school, will be placed on a limited access section of the register on the Institute's database.

- **Teacher Identified Continuing Professional Development**

Teacher Identified Continuing Professional Development comprises non-registered continuing professional development. The activities may involve experiences similar to those in *Institute Registered Continuing Professional Development*, but these activities have not been registered through the Institute.

Activities in *Teacher Identified Continuing Professional Development* can include conferences, workshops, forums, courses, professional reading, observations, in-house training, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities. Teachers will be required to select a variety of professional development activities from this category.

² Details outlining how postgraduate study can be used to maintain accreditation are described in section 5.3.1.1.

Teacher Accreditation Authorities will confirm the *Teacher Identified Continuing Professional Development*. Teachers will maintain a record of these activities in their individual *Continuing Professional Development Participation Log*.

To give teachers, schools and providers some flexibility, this type of continuing professional development can be offered by either endorsed providers or other providers who have not been endorsed by the Institute. (Note: *Teacher Identified Continuing Professional Development* will not be placed on the Institute's website).

This policy sets minimum requirements for teachers' participation in continuing professional development for the maintenance of accreditation at the level of Professional Competence.

5.3.1 The amount of Continuing Professional Development to be Undertaken to Maintain Accreditation at the Level of Professional Competence

Accredited teachers at the level of Professional Competence are required to undertake a specified amount of continuing professional development over each five-year period as a condition of maintenance of their accreditation.

The requirements for teachers to undertake continuing professional development are set out in 5.3.1.1 for teachers undertaking postgraduate study and 5.3.1.2 for all other teachers.

5.3.1.1 Teachers Undertaking Postgraduate Study

Teachers undertaking postgraduate study during the five-year period will be deemed as meeting the professional development requirements for the maintenance of accreditation at the level of Professional Competence if the area of study is directly relevant to the standards or the area of teaching (or future area of teaching where a teacher is retraining).

5.3.1.2 All Other Teachers

Conditions for maintenance of accreditation at the level of Professional Competence will be:

1. Teachers must undertake a minimum of 100 hours of continuing professional development over the five years comprising:
 - a minimum of 50 hours of participation in *Institute Registered Continuing Professional Development* registered courses or programs by the Institute over the five-year period
 - a minimum of 50 hours of participation in Teacher Identified continuing professional development over the five-year period

2. Further, over the five-year period, the continuing professional development must address:
 - each standard contained in Element Six (*Teachers continually improve their professional knowledge and practice*); and
 - each of the remaining elements in the *Framework of Professional Teaching Standards* (need to address a minimum of one standard in each).

Element Six reflects and recognises the professional growth of teachers which is central to a teacher's engagement with the rest of the professional teaching standards framework.

Casual teachers and part-time teachers will have longer periods to meet the minimum participation requirements.

Provision will be made by the Institute to address special circumstances such as maternity leave and sick leave.

5.4 MONITORING OF PARTICIPATION IN CONTINUING PROFESSIONAL DEVELOPMENT AT THE LEVEL OF PROFESSIONAL COMPETENCE

Teachers' participation in continuing professional development activities at the level of Professional Competence will be monitored and reviewed by the Institute. Teachers can access their Online Continuing Professional Development Participation Logs by using their Teacher Accreditation Number and security password.

Institute Registered Continuing Professional Development will appear automatically on a teacher's *Continuing Professional Development Participation Log*. Processes involving providers and teacher evaluations of courses and programs allow this process to occur automatically.

Within one month, providers will electronically transmit the Teacher Accreditation Numbers given to them by teachers and their *Institute Registered Continuing Professional Development* course or program code through to the Institute. This will enable the Institute to validate the teacher's participation in the course or program.

Within three months, teachers will transmit their *Institute Registered Continuing Professional Development* course or program evaluations to the Institute. Upon receipt of the evaluation, the Institute will register the teacher as having completed the *Institute Registered Continuing Professional Development* course or program. Individual evaluations will only be available to the teacher and the Institute.

Providers will only be able to transmit Teacher Accreditation Numbers. They will not be able to access individual teacher continuing professional development records. The exception to this is where the provider is also the Teacher Accreditation Authority for the teacher.

Teachers can record their *Teacher Identified Continuing Professional Development* online. Their participation and completion must be acknowledged online by the Teacher Accreditation Authority as contributing to their *Teacher Identified Continuing Professional Development*.

The Institute's database will aggregate *Institute Registered Continuing Professional Development* and *Teacher Identified Continuing Professional Development* against the standards in a cross-referenced matrix.

Not every standard in each element needs to be addressed, but each element must have at least one entry. Every standard contained in Element Six must be addressed.

For the majority of teachers the participation requirements set out above would require no more than two entries in each year, depending on the duration of the course or programs.

Teacher Accreditation Authorities will be provided with secure access to these records for validation purposes.

Where a teacher moves to another school with a different Teacher Accreditation Authority, they will use the same Teacher Accreditation Number. Their previous Teacher Accreditation Authority will inform the Institute that the teacher has left the school. The new Teacher Accreditation Authority will inform the Institute of the teacher's commencement of employment at the school.

A checklist will be provided to teachers and for Teacher Accreditation Authorities identifying each step that needs to be completed.

5.5 DATABASE

The Institute's database will be able to map the provision of continuing professional development. It will also be able to gather quantitative and qualitative information regarding the provision of continuing professional development for maintaining accreditation at the level of Professional Competence provision in NSW. This trend analysis will be available to providers, but information concerning individual teachers will not.

PART 6: GENERAL PROVISIONS

6 REGISTER OF PROVIDERS OF INSTITUTE REGISTERED CONTINUING PROFESSIONAL DEVELOPMENT

The Institute will maintain a public register of providers and their courses and programs to advise teachers seeking to undertake *Institute Registered Continuing Professional Development*. This register will include sufficient information to allow teachers to make informed judgements about the kind of continuing professional development available and how to access it.

GLOSSARY OF TERMS

Term	Meaning
Accreditation	Process which recognises and certifies a teacher's achievement of the <i>Framework of Professional Teaching Standards</i> on entry to the profession and at the levels of professional competence, professional accomplishment and professional leadership.
Australian Qualifications Framework (AQF)	A unified system of thirteen national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities).
Continuing Professional Development	Processes, activities and experiences that provide opportunities to extend teacher learning and support accreditation against the standards.
Continuing Professional Development Endorsement Review Committee	A committee to consider appeals from providers in relation to procedural fairness and evidence of provider's capacity to meet the endorsement criteria.
Course	A professional development activity of 10 hours or less.
Framework of Professional Teaching Standards	A set of career long standards that describe a teacher's knowledge, practice and commitment at four key stages (Professional Graduate, Professional Competence, Professional Accomplishment and Professional Leadership).
Institute Registered Continuing Professional Development	Institute registered courses and programs. These courses and programs can only be provided by Institute endorsed continuing professional development providers. This type of continuing professional development has been mapped to the <i>Framework of Professional Teaching Standards</i> at the level of Professional Competence. <i>Institute Registered Continuing Professional Development</i> will be placed on the Institute's website via its public

Term	Meaning
	register. <i>Institute Registered Continuing Professional Development</i> activities designed for discrete groups such as a school will be placed on a limited access section of the register on the Institute's database.
Professional Development	The processes, activities and experiences that provide opportunities to extend teacher learning.
Professional Learning	Growth of teacher expertise that leads to improved student learning.
Professional Learning Endorsement and Accreditation Committee (PLEAC)	A committee that makes recommendations regarding the endorsement of providers, as well as provides strategic advice regarding professional learning.
Program	A professional development activity of more than 10 hours. It may comprise one or more courses.
Quality Teaching Council	Council of 10 elected members and 11 members appointed by the Minister to provide advice to the Institute in relation to the Institute's functions under the Act.
Recognition policies	Policies that acknowledge and recognise formal and informal study and/or relevant life experience.
Register	The online listing of Institute Endorsed providers and registered courses and programs.
Registration	Process of placing courses and programs on the Institute's database that reflect the professional teaching standards. These can only be offered by endorsed providers.
Teacher Accreditation Authority	A person or body authorised to determine if a teacher meets the requirements for accreditation at any level within the Institute's Framework of Professional Teaching Standards.
Teacher Accreditation Number (TAN)	Number that the Institute assigns to a teacher once they apply for accreditation

Term	Meaning
	when first employed as a New Scheme Teacher. The TAN will remain with the teacher across their career and across school work sites.
Teacher Identified Continuing Professional Development	<p><i>Non Institute Registered Continuing Professional Development.</i> The activities may involve experiences similar to those in <i>Institute Registered Continuing Professional Development</i> but these activities have not been registered through the Institute. Activities in <i>Teacher Identified Continuing Professional Development</i> can include conferences, workshops, forums, courses, professional reading, observations, in-house training, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities. Teachers will be required to select a variety of professional development activities from this category. This type of continuing professional development can be offered by either endorsed continuing professional development providers or other providers who have not been endorsed by the Institute. To give teachers, schools and providers some flexibility, this type of continuing professional development can be offered by either endorsed providers or other providers who have not been endorsed by the Institute. (Note: <i>Teacher Identified Continuing Professional Development</i> will not be placed on the Institute's website).</p>
Scope of Endorsement	The number of elements in which an Institute endorsed provider may offer courses and programs.