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1 INTRODUCTION

The NSW Institute of Teachers has been established through the Institute of Teachers Act 2004 to support quality teaching in all NSW schools. Its charter is to advance the status and standing of the teaching profession.

The Institute has been established as an independent statutory authority with responsibility for overseeing a system of accreditation and recognition of teachers' professional capacity against professional standards. The Institute also provides processes for the profession to influence the quality of teacher education and continuing professional development.

This Manual has been developed by the Institute of Teachers to assist and support Teacher Accreditation Authorities to undertake their role.

The Manual is in three parts:

1. About the Institute
2. Policies for the accreditation of teachers
3. Supporting materials.

About the Institute

Provides:

- contact information for the Institute
- extracts from the Institute of Teachers Act 2004
- information about the structure of the Institute
- an outline of the accreditation framework
- an outline of the relative roles and responsibilities of the Institute and Teacher Accreditation Authorities

Policies for the Accreditation of Teachers

Policies to support accreditation at four career points:

- at the point of employment
- for professional competence
- at the level of professional accomplishment (to be developed)
- at the level of professional leadership (to be developed)

Supporting Materials

Provides advice and support materials to assist Teacher Accreditation Authorities to make valid and reliable accreditation decisions against the Professional Teaching Standards.



2.1 CONTACTING THE INSTITUTE

The Institute is located at:	Level 6, 15-19 Bent Street, Sydney 2000	
The Institute can be contacted by:	Mail:	GPO Box 3890, Sydney 2001
	Telephone:	1300 739 338
	Facsimile:	02 9246 6313
	Email:	contactus@nswteachers.nsw.edu.au
	Worldwide web:	http://www.nswteachers.nsw.edu.au



2.2 THE INSTITUTE OF TEACHERS ACT 2004

The Institute of Teachers Act 2004 is the basis of the Institute's work. The Act sets out a framework for the Institute to work with Teacher Accreditation Authorities to accredit teachers.

The Act also provides for Regulations. These Regulations clarify and determine matters prescribed by the Act. The Regulations are necessary to enable the relevant sections of the Act to operate.

The Institute will also establish policies approved by the Minister to allow it to fulfil its functions under the Act. The Board of Governance and the Quality Teaching Council will make such arrangements and set out such policies and procedures as may be necessary for the Institute to fulfil its functions.

2.2.1 Relevant extracts from the Institute of Teachers Act

Part 2

Division 1 / Constitution and functions of the Institute

The Functions of the Institute of Teachers (Section 7)

- (1) The Institute has the functions conferred or imposed on it by or under this or any other Act.
- (2) The functions of the Institute include the following:
 - (a) to provide advice to the Minister on the development, content and application of the professional teaching standards,
 - (b) to provide advice to the Minister on any of the Minister's other functions under this Act (including the function of approving persons or bodies as teacher accreditation authorities in relation to non-government schools or the suspension or revocation of any such approval),
 - (c) to advise and assist teacher accreditation authorities in accrediting persons under this Act,
 - (d) to monitor the accreditation process across all schools,
 - (e) to ensure that the professional teaching standards are applied fairly and consistently.
- (3) Without limiting subsection (2), the functions of the Institute include providing advice to 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 this Act, and
 - (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.
- (4) The Institute may delegate to any person or body any of the functions of the Institute (other than this power of delegation).
- (5) The functions of the Institute do not extend to industrial matters concerning teachers (such as the salaries of teachers or their conditions of employment).

Part 1 - Preliminary

Meaning of “teacher accreditation authority” (Section 4)

- (1) In this Act, teacher accreditation authority means:
 - (a) in relation to a government school:
 - (i) the Director-General, or
 - (ii) such other person or body as may be approved for the time being by the Director-General under subsection (2), or
 - (b) in relation to a non-government school:
 - (i) the Minister, or
 - (ii) such person or body as may be approved for the time being by the Minister under subsection (4).
- (2) The Director-General may approve a person or body to be the teacher accreditation authority in relation to a government school or a particular class of government schools for the purposes of this Act.
- (3) The approval of any such person or body by the Director-General:
 - (a) authorises the person or body to accredit, in accordance with Part 4, persons at such levels of accreditation as may be determined by the Director-General, and
 - (b) is subject to the requirement that the person or body complies with:
 - (i) the accreditation procedures and guidelines set out in the professional teaching standards, and
 - (ii) the conditions imposed by or under this Act, and
 - (iii) such other conditions as the Director-General thinks fit to impose, and
 - (c) may be suspended or revoked at any time by the Director-General for such reasons as the Director-General thinks fit.
- (4) The Minister may approve a person or body to be the teacher accreditation authority in relation to a non-government school for the purposes of this Act. In the case of a non-government school that is a member of a system of non-government schools approved by the Minister under Part 7 of the Education Act 1990, the person or body approved by the Minister under this subsection may be the approved authority for that system.
- (5) The approval of any such person or body by the Minister:
 - (a) authorises the person or body to accredit, in accordance with Part 4, persons at such levels of accreditation as may be determined by the Minister, and
 - (b) is subject to the requirement that the person or body complies with:
 - (i) the accreditation procedures and guidelines set out in the professional teaching standards, and
 - (ii) the conditions imposed by or under this Act, and
 - (iii) such other conditions as the Minister thinks fit to impose, and
 - (c) may be suspended or revoked at any time by the Minister if the Minister is of the opinion that the person or body has failed to comply with any such requirement.
- (6) The suspension or revocation of the approval of a person or body as a teacher accreditation authority does not affect the accreditation by that authority of a person under Part 4.



Part 4 - Accreditation of teachers

Division 1 / Professional teaching standards

Minister may approve professional teaching standards (Section 19)

- (1) The Minister may, from time to time and having regard to the advice of the Institute, approve of professional teaching standards in relation to each of the following levels of accreditation:
 - (a) provisional accreditation under Division 3,
 - (b) conditional accreditation under Division 3 or 4,
 - (c) accreditation at professional competence level under Division 3, 4 or 5,
 - (d) accreditation at professional accomplishment level under Division 5,
 - (e) accreditation at professional leadership level under Division 5.
- (2) The Institute is to ensure that the professional teaching standards are made available to teacher accreditation authorities and to all teachers.

Matters to be dealt with by professional teaching standards (Section 20)

The professional teaching standards may deal with, and make provision for or with respect to, the following matters:

- (a) the skills, qualifications, experience and knowledge required for teaching at each level of accreditation,
- (b) the conditions and criteria for continuing accreditation, including requirements in relation to professional development,
- (c) the procedures and guidelines to be followed by teacher accreditation authorities in relation to the accreditation of persons under this Part (including the revocation of accreditation),
- (d) the approval by the Minister of initial and continuing teacher education courses or programs that are relevant to the accreditation of persons under this Part,
- (e) the approval by the Minister of those persons or bodies who may provide professional development,
- (f) ethical conduct of teachers,
- (g) any other matter relating to teaching standards.

Division 2 / Accreditation scheme - general provisions

School-based accreditation scheme (Section 21)

- (1) The teacher accreditation authority for a school may, in accordance with this Part:
 - (a) accredit any person who is employed to teach in the school (including any person who has applied for a position as a teacher in the school), and
 - (b) revoke the accreditation (including the accreditation by another teacher accreditation authority) of any person:
 - (i) who is employed to teach in the school, or
 - (ii) who was previously employed to teach in the school (but who is no longer employed to teach in that or any other school).
- (2) If a person is accredited under this Part, the person's accreditation has effect in relation to any school, but is subject to revocation by a teacher accreditation authority.

- (3) The accreditation of a person under this Part is not restricted to accreditation in relation to a specific area of study or expertise. Accordingly, a person's accreditation does not, in itself, limit the areas of study in which the person teaches.

Accreditation decisions to be provided to Institute (Section 22)

- (1) Any decision by a teacher accreditation authority under this Part in relation to a person must be notified in writing to the Institute within 21 days after the making of the decision.
- (2) In the case of a teacher accreditation authority that is approved by the Director-General or the Minister under section 4, it is a condition of the approval that the authority complies with subsection (1).

Procedural matters (Section 23)

- (1) An application by a person for accreditation under this Part is to be in the form, and contain the particulars, approved by the Institute.
- (2) If a teacher accreditation authority accredits a person under this Part, the authority is to issue a certificate of accreditation to the person in the form approved by the Institute.
- (3) The accreditation of a person under this Part is subject to the conditions imposed by or under this Act or the regulations.

General grounds for revocation of accreditation (Section 24)

Without limiting any other provision of this Part, a teacher accreditation authority may revoke the accreditation of a person under this Part if:

- (a) in the case of a person who is or was employed to teach in a government school:
 - (i) a punishment referred to in section 85 (1) (b) or (c) of the Teaching Services Act 1980 is imposed on the person, or
 - (ii) the person's appointment on probation is annulled under section 48 (2) of that Act, or
- (b) in the case of a person who is or was employed to teach in a non-government school:
 - (i) the person is convicted of an offence prescribed by the regulations, or
 - (ii) the authority is satisfied that the person is a prohibited person within the meaning of the Child Protection (Prohibited Employment) Act 1998, or
- (c) in either case—the teacher accreditation authority is satisfied that the person has failed to comply with any condition to which the person's accreditation is subject.

Note: Sections 33, 38, 39 (5) and 40 (4) provide other grounds for the revocation of a person's accreditation.

Annual fee (Section 25)

- (1) A person who is accredited under this Part must, in accordance with the regulations, pay an annual fee to the Institute.
- (2) The amount of the annual fee is to be prescribed by the regulations.
- (3) It is a condition of the person's accreditation under this Part that the annual fee is paid.
- (4) This section does not apply to a person who is conditionally accredited under Division 4.



False information and representation (Section 26)

- (1) A person must not, in an application for accreditation under this Part, provide any information that the person knows is false or misleading in a material particular.
- (2) A person must not make any representation to the effect that the person is accredited at any level of accreditation unless the person is for the time being accredited at that level. Maximum penalty: 50 penalty units.

Review by Administrative Decisions Tribunal of accreditation decisions (Section 27)

- (1) A person may apply to the Administrative Decisions Tribunal for a review of the following decisions:
 - (a) the refusal or failure by a teacher accreditation authority to accredit the person under this Part,
 - (b) the revocation of the person's accreditation by a teacher accreditation authority under this Part.
- (2) Any such decision by a teacher accreditation authority is not reviewable by any other court or tribunal (including in any proceedings in the nature of disciplinary proceedings or in any proceedings for unfair dismissal).

Division 3 / Mandatory accreditation of new scheme teachers

Note: New scheme teachers will need to be provisionally or conditionally accredited under this Division before they may be employed to teach.

Provisional accreditation will be available to a new scheme teacher who has met the requirements specified in the professional teaching standards for accreditation at that level (in most cases this means that the person holds full teaching qualifications) or if the person has completed a teacher education course approved by the Minister. The person will be required to obtain accreditation at professional competence level within 3 years after being provisionally accredited.

Conditional accreditation will be available to a new scheme teacher who has a degree in a relevant area or has completed a substantial part of a teacher education course approved by the Minister. Such a person will, however, be required to undertake professional development or further teacher education and will have 4 years to obtain accreditation at professional competence level.

The time for obtaining accreditation at professional competence level will vary in the case of new scheme teachers who are employed on a casual or part-time basis.

Definitions (Section 28)

In this Division:

approved course means an initial teacher education course or program approved by the Minister under the professional teaching standards.

new scheme teacher means:

- (a) a person:
 - (i) who has never been employed to teach in New South Wales before the relevant date, and
 - (ii) who is (or who would be) employed as a teacher for the first time after the relevant date, or
- (b) a person:
 - (i) who was, immediately before the relevant date, the holder of a tertiary or teaching qualification prescribed by the regulations, and

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- (ii) who returns, at any time after the relevant date, to employment as a teacher following a period of at least 5 years during which time the person was not employed to teach, or
- (c) a person who was employed to teach for the first time in New South Wales during the period of 3 months (or such other period as may be prescribed by the regulations) immediately before the relevant date.

relevant date means the date on which this Division commences.

Employment of new scheme teachers (Section 29)

- (1) A person who is a new scheme teacher must not be employed to teach in a school unless:
 - (a) the person is accredited, and
 - (b) in the case of a person who is conditionally accredited under section 31—the person is working under the on-site supervision of another teacher (other than a person who is provisionally or conditionally accredited under this Division or who is conditionally accredited under Division 4).

Note: Accredited is defined under section 3 to include provisionally or conditionally accredited under this Division.

- (2) If, in contravention of this section, a person:
 - (a) is employed, or
 - (b) continues to be employed, the person's employer is guilty of an offence.

Maximum penalty: 100 penalty units.

Provisional accreditation of new scheme teachers (Section 30)

- (1) A teacher accreditation authority may, on application by a person who is a new scheme teacher:
 - (a) provisionally accredit the person, or
 - (b) refuse to provisionally accredit the person.
- (2) A teacher accreditation authority may provisionally accredit any such person if the authority is satisfied that:
 - (a) the person meets the requirements specified in the professional teaching standards for provisional accreditation, or
 - (b) the person has completed an approved course and will receive a qualification in relation to that course.
- (3) In the case of a person referred to in subsection (2) (b), it is a condition of a person's provisional accreditation that the person provides, as soon as practicable after receiving his or her qualification in relation to the approved course, the teacher accreditation authority with evidence of the person's qualification.
- (4) The provisional accreditation of a person who is a new scheme teacher ceases (unless sooner revoked by a teacher accreditation authority):
 - (a) at the end of the relevant period, or
 - (b) if, before the end of the relevant period, the person is accredited at professional competence level by a teacher accreditation authority—when the person is accredited at that level.



(5) In this section:

relevant period, in relation to a person who is provisionally accredited under this section, means:

- (a) if the person is employed on a full-time basis—the period of 3 years (or such longer period as may be determined by the Minister in any particular case) following the date on which the person was provisionally accredited, or
- (b) if the person is employed on a casual or part-time basis:
 - (i) the period determined in accordance with the regulations to be commensurate with the 3-year period for persons employed on a full-time basis, or
 - (ii) such longer period as may be determined by the Minister in any particular case, following the date on which the person was provisionally accredited.

Conditional accreditation of new scheme teachers (Section 31)

(1) This section applies to a person who is a new scheme teacher but who:

- (a) does not meet the requirements specified in the professional teaching standards for provisional accreditation, or
- (b) has not completed an approved course.

(2) A teacher accreditation authority may, on application by a person to whom this section applies:

- (a) conditionally accredit the person, or
- (b) refuse to conditionally accredit the person.

(3) A teacher accreditation authority may conditionally accredit any such person if:

- (a) the person holds a degree in an area that is relevant to the area in which the person is or is to be employed to teach, or
- (b) the authority is satisfied that the person has completed a substantial part of an approved course.

(4) It is a condition of a person's conditional accreditation under this section that the person undertakes such professional development or further teacher education (or both) as may be determined by the teacher accreditation authority for the school in which the person is employed.

(5) In making any determination in relation to a person for the purposes of subsection (4), the teacher accreditation authority is to have regard to:

- (a) any advice of the Institute, and
- (b) the skills, knowledge and relevant experience of the person.

(6) The conditional accreditation of a person under this section ceases (unless sooner revoked by a teacher accreditation authority):

- (a) at the end of the relevant period, or
- (b) if, before the end of the relevant period, the person is accredited at professional competence level by a teacher accreditation authority—when the person is accredited at that level.

(7) In this section:

relevant period, in relation to a person who is conditionally accredited under this section, means:

- (a) if the person is employed on a full-time basis—the period of 4 years (or such longer period as may be determined by the Minister in any particular case) following the date on which the person was conditionally accredited, or
- (b) if the person is employed on a casual or part-time basis:
 - (i) the period determined in accordance with the regulations to be commensurate with the 4-year period for persons employed on a full-time basis, or
 - (ii) such longer period as may be determined by the Minister in any particular case, following the date on which the person was conditionally accredited.

Accreditation of new scheme teachers at professional competence level (Section 32)

A teacher accreditation authority may, on application by a person who is a new scheme teacher:

- (a) accredit the person at the professional competence level if:
 - (i) the person is provisionally accredited under section 30 or conditionally accredited under section 31, and
 - (ii) the authority is satisfied that the person meets the requirements for accreditation at professional competence level, or
- (b) refuse to accredit the person at professional competence level.

Revocation of accreditation of new scheme teachers under this Division (Section 33)

A teacher accreditation authority may:

- (a) revoke the provisional accreditation of a person under section 30 if the authority is satisfied that the person has failed to comply with any of the requirements of the professional teaching standards that apply to the person, or
- (b) revoke the conditional accreditation of a person under section 31 if the authority is satisfied that the person has failed to comply with:
 - (i) the condition referred to in section 31 (4), or
 - (ii) any of the requirements of the professional teaching standards that apply to the person, or
- (c) revoke the accreditation of a person who is a new scheme teacher at professional competence level if the authority is satisfied that the person has failed to comply with any of the requirements of the professional teaching standards for accreditation at professional competence level.

Note: Section 24 provides other grounds for revocation of accreditation.

Division 4 / Mandatory accreditation of transition scheme teachers

Definitions (Section 34)

In this Division:

relevant date means the date on which this Division commences.



transition scheme teacher means a person:

- (a) who was, at any time before the relevant date, employed to teach in a school, and
- (b) who was not, as at that date, the holder of:
 - (i) a teaching qualification prescribed by the regulations, or
 - (ii) a degree in an area that is relevant to the area in which the person is employed to teach.

Employment of transition scheme teachers (Section 35)

- (1) A person who is a transition scheme teacher must not be employed to teach in a school unless the person:
 - (a) is accredited, and
 - (b) is working under the on-site supervision of another teacher (other than a person who is provisionally or conditionally accredited under Division 3 or who is conditionally accredited under this Division).

Note: Accredited is defined under section 3 to include conditionally accredited under this Division.

- (2) If, in contravention of this section, a person:
 - (a) is employed, or
 - (b) continues to be employed, the person's employer is guilty of an offence.

Maximum penalty: 100 penalty units.

Conditional accreditation of transition scheme teachers (Section 36)

- (1) A teacher accreditation authority may, on application by a person who is a transition scheme teacher:
 - (a) conditionally accredit the person under this section, or
 - (b) refuse to conditionally accredit the person.
- (2) It is a condition of the accreditation of a person under this section that the person works, to the satisfaction of the teacher accreditation authority for the school in which the person is or is to be employed, towards obtaining a degree in an area that is relevant to the area in which the person is employed to teach.
- (3) The conditional accreditation of a person under this section ceases (unless sooner revoked by a teacher accreditation authority):
 - (a) 7 years after the date on which the person was conditionally accredited (or such longer period as the Minister may determine in any particular case), or
 - (b) if, before the end of that period, the person is accredited at professional competence level by a teacher accreditation authority—when the person is accredited at that level.

Accreditation of transition scheme teachers at professional competence level (Section 37)

A teacher accreditation authority may, on application by a person who is a transition scheme teacher:

- (a) accredit the person at the professional competence level if:
 - (i) the person is conditionally accredited under section 36, and

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- (ii) the authority is satisfied that the person meets the requirements of the professional teaching standards for accreditation at professional competence level, or
- (b) refuse to accredit the person at professional competence level.

Revocation of accreditation under this Division of transition scheme teachers (Section 38)

A teacher accreditation authority may:

- (a) revoke the conditional accreditation of a person who is a transition scheme teacher if the authority is satisfied that the person has failed to comply with:
 - (i) the condition referred to in section 36 (2), or
 - (ii) any of the requirements of the professional teaching standards that apply to the person, or
- (b) revoke the accreditation of any such person at professional competence level if the authority is satisfied that the person has failed to comply with any of the requirements of the professional teaching standards for accreditation at professional competence level.

Note: Section 24 provides other grounds for revocation of accreditation.

Division 5 / Voluntary accreditation

Voluntary accreditation of teachers at various levels (Section 39)

- (1) This section applies to any person who is a teacher (other than a new scheme teacher within the meaning of Division 3 or a transition scheme teacher within the meaning of Division 4).
- (2) A teacher accreditation authority may, on application by a person to whom this section applies:
 - (a) accredit the person at any one or more of the following levels:
 - (i) professional competence level,
 - (ii) professional accomplishment level,
 - (iii) professional leadership level, or
 - (b) refuse to accredit the person at any such level.
- (3) A person may be accredited at more than one such level at any one time.
- (4) A teacher accreditation authority may not accredit a person to whom this section applies at the level of accreditation in respect of which the application is made unless the authority is satisfied that the person meets the requirements for accreditation at that particular level.
- (5) A teacher accreditation authority may revoke the accreditation of a person at a particular level under this section if the authority is satisfied that the person has failed to comply with any of the requirements of the professional teaching standards for accreditation at that level.

Note: Section 24 provides other grounds for revocation of accreditation.

- (6) The revocation of a person's accreditation at professional competence level under this section operates to revoke the person's accreditation (if any) at professional accomplishment level or professional leadership level, or both, under this section.



Voluntary accreditation of new scheme and transition scheme teachers at higher levels (Section 40)

- (1) This section applies to any person:
 - (a) who is a new scheme teacher within the meaning of Division 3 and who is accredited under that Division at professional competence level, or
 - (b) who is a transition scheme teacher within the meaning of Division 4 and who is accredited under that Division at professional competence level.
- (2) A teacher accreditation authority may, on application by a person to whom this section applies:
 - (a) accredit the person at either or both of the following levels:
 - (i) professional accomplishment level,
 - (ii) professional leadership level, or
 - (b) refuse to accredit the person at any such level.
- (3) A teacher accreditation authority may not accredit a person under this section at the level of accreditation in respect of which the application is made unless the authority is satisfied that the person meets the requirements for accreditation at that particular level.
- (4) A teacher accreditation authority may revoke the accreditation of a person at a particular level under this section if the authority is satisfied that the person has failed to comply with any of the requirements of the professional teaching standards for accreditation at that level.

Note: Section 24 provides other grounds for revocation of accreditation.

- (5) The revocation of a person's accreditation at professional competence level under Division 3 or 4 operates to revoke the person's accreditation (if any) at professional accomplishment level or professional leadership level, or both, under this section.

Application fee (Section 41)

- (1) A person who applies for accreditation under this Division must pay an application fee to the Institute.
- (2) The amount of the application fee is to be prescribed by the regulations.
- (3) If a person applies for accreditation under this Division, the teacher accreditation authority concerned may refuse to accredit the person unless the authority is satisfied that the person has paid the application fee.



2.3 THE STRUCTURE OF THE INSTITUTE

The staff of the Institute is arranged in four divisions:

Planning, Management and Review

Responsible for:

- strategic planning
- executive services
- information technology services including the Electronic Accreditation Management System (eTAMS)
- office management
- communications
- monitoring the decisions of Teacher Accreditation Authorities

Standards and Accreditation

Responsible for:

- the development and maintenance of the Professional Teaching Standards Framework
- accreditation policy and processes

Initial Teacher Education

Responsible for:

- policy and procedures for the approval of courses of initial teacher education
- the approval of providers of initial teacher education

Professional Development

Responsible for:

- the endorsement of providers of professional development
- the registration of professional development courses
- monitoring accredited teachers' participation in professional development



2.4 THE ACCREDITATION FRAMEWORK

Teachers are to be accredited against Professional Teaching Standards at four career stages:

- Graduate Teacher (the standards to be met by graduates of approved courses of teacher education)
- Professional Competence (mandatory accreditation, following a period of initial practice as a teacher)
- Professional Accomplishment (voluntary accreditation to provide a focus for ongoing development as a practising teacher)
- Professional Leadership (voluntary accreditation, recognising teaching excellence)

Accreditation attests that teachers have met the standards for each stage. Statements setting out the standards for each career stage can be found at www.nswteachers.nsw.edu.au. Teachers meeting the standards for each stage are characterised by the following statements.

Graduate Teacher

Graduate teachers are beginning their teaching career in New South Wales. They have undertaken endorsed programs of teacher preparation and possess the requisite knowledge, skills, values and attitudes to plan for and manage successful learning.

These teachers are equipped to engage in and negotiate a process of ongoing professional learning. They identify their development needs and seek advice and support from colleagues. They have high expectations of themselves as professional learners and for the learning of their students. Their commitment to students and student learning is reflected in their desire to support students' achievement of the highest possible education outcomes.

They have the commitment, enthusiasm and interpersonal skills to assume a professional role within schools and their broader communities and to contribute to the operations of a school as a whole.

Professional Competence

Professionally competent teachers have demonstrated successful teaching experience.

They effectively monitor, evaluate and plan for learning. They are able to tailor teaching programs to meet the needs of individuals and groups within the class.

These teachers have a record of effective and ongoing professional learning. They work collegially and in teams to further enhance their professional practice. They take more responsibility in collaboration with others for identifying and addressing their own learning needs

They are effective members of a school and its broader community and interact effectively with stakeholders.

Professional Accomplishment

They are highly accomplished and successful teachers.

They are recognised by other teachers as having in-depth subject knowledge and pedagogy. They keep abreast of and contribute to professional learning and dialogue and contribute to the professional learning of others.

These teachers are advocates for the profession and their school. They communicate effectively to a diverse audience. They interact professionally with the community.

Professional Leadership

They have a record of outstanding teaching and are committed to enhancing the quality of teaching and learning.

They are committed educators who can articulate a vision of education to their students, peers, the profession and the wider community.

They are knowledgeable about the latest developments in pedagogy and can apply those developments to unique student contexts. They have outstanding interpersonal and leadership skills. These skills are underpinned by principles of fairness, compassion and integrity.

They recognise the talents of others and promote and encourage those people to achieve their potential. They apply critical analysis and problem solving skills to educational matters.

They engage in ongoing professional learning and facilitate and support the professional learning needs of others. They communicate effectively with the community to support the development of the school and promote student learning.



2.5 RELATIVE ROLES AND RESPONSIBILITIES IN THE ACCREDITATION PROCESS

2.5.1 Role of the Institute of Teachers

The Institute of Teachers oversees the system of accreditation and recognition of teachers' professional capacity against the professional teaching standards.

The Institute advises and assists Teacher Accreditation Authorities to accredit teachers as well as monitoring the accreditation process across all schools. The Institute's processes support the consistent and fair application of the Framework of Professional Teaching Standards for each teacher.

The Institute 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. The Institute also monitors the application of the external assessor judgements across the state.

2.5.2 Role of Teacher Accreditation Authorities

The Teacher Accreditation Authority is 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 Authorities are also responsible for ensuring that candidates for accreditation, including new scheme teachers¹ are adequately supervised and mentored during the process of accreditation.

In the short term, supervisors and mentors should be experienced teachers, capable of assisting and supporting accreditation candidates to meet the standards. In the longer term, this role should be assigned to a teacher accredited at that or a higher level. The role of supervisor or mentor should mirror the existing good practice occurring in schools.

The capacity of supervising teachers to provide advice leading to valid and reliable accreditation judgements acknowledges and supports the primacy of the professional judgements that have always been made by teachers in schools.

Teacher Accreditation Authorities should have a policy determining the most appropriate teacher has been assigned responsibility for accreditation candidates.

The Teacher Accreditation Authority is responsible for developing an Accreditation Report on the accreditation candidate. All reporting will be described in a consistent format across all Teacher Accreditation Authorities.

Teacher Accreditation Authorities will also have a role in monitoring and confirming accredited teachers' participation in professional development to meet requirements for maintenance of accreditation.

2.5.3. Role of candidates presenting for accreditation

Accreditation candidates will be required to collect and present documentation as evidence of their meeting the standards. This includes written documentation as required by the Institute and authorised by supervisors as contributing to their successful attainment of the standards.

1 A new scheme teacher means a person who:

1. has never been employed to teach in NSW before 1 October, 2004, and who is (or who would be) employed as a teacher for the first time after that date
2. is returning to teaching after a period of more than five years.

2.5.4 Role of the external assessor

- External assessors will review and comment on the evidence contained within the Accreditation Report provided by the Teacher Accreditation Authority. The external assessor does not observe the applicant's teaching directly. The external assessor submits a review on the Accreditation Report to the Institute of Teachers.
- The TAA should consider the advice of the external assessor contained in their review of the Accreditation Report. This advice should be used to inform accreditation processes and judgements within the TAA.
- The TAA must be sent a copy of the external assessor's conclusions.
- Where the recommendation of the external assessor varies from the TAA, the decision of the TAA is final.
- The external assessor will be selected by the Institute from within the same school sector. Teacher Accreditation Authorities may challenge the appropriateness of the external assessor where a clear conflict of interest is established.



3.1 DEFINITIONS

The following define terms commonly used in the legislation.

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.

Accreditation

Accreditation recognises and certifies a teacher's achievement of Professional Teaching Standards on entry to the profession and at the levels of:

- professional competence
- professional accomplishment
- professional leadership

New Scheme Teacher

A person who has:

- never been employed to teach in NSW before Term 4, 2004 (either on a permanent, casual or temporary basis), or
- not been employed as a teacher during the last 5 years

Transition Scheme Teacher

A person with neither a recognised teaching qualification nor a subject content degree who is currently employed to teach.

Provisional Accreditation

Provisional accreditation will apply to new scheme teachers who have completed a program of initial teacher education that has been endorsed by the Institute.

Current initial teacher education programs will be recognised as being "approved" in the period prior to the introduction of the course endorsement process.

Conditional Accreditation

Conditional accreditation applies to a new scheme teacher who:

- does not meet the requirements specified in the Professional Teaching Standards for Provisional Accreditation, or
- has not completed an approved course

Conditional accreditation applies to a transition scheme teacher who:

- is working towards obtaining a degree that is relevant to the area in which they are teaching

Teachers who are conditionally accredited are required to be working under the on-site supervision of another teacher (other than a person who is provisionally or conditionally accredited).



3.2 IMPLICATIONS OF BEING A TEACHER ACCREDITATION AUTHORITY

- People who are employed to teach for the first time after 1 January 2005 must be accredited. The decision to accredit is the responsibility of the Teacher Accreditation Authority identified for the school.
- Accreditation at the point of employment is based on initial teaching qualifications.
- Teachers must be provisionally or conditionally accredited before they can be employed.
- Following employment and a period of induction and support, a decision must be made about the competence of a teacher.
- This decision is made by the Teacher Accreditation Authority. Beginning teachers who have been provisionally accredited have a maximum 3 year period to meet the standards for mandatory accreditation at Professional Competence. Those who have been conditionally accredited will have 4 years. Casual teachers will have 5 and 6 years respectively.
- The decision to accredit at Professional Competence is based on classroom observation, teaching programs and information on student outcomes. This process should reflect current practice in schools for monitoring the progress of beginning teachers.
- Teachers who do not meet the standard for Professional Competence within the required time cannot continue to teach.
- A school proprietor may choose not to be a Teacher Accreditation Authority. These schools may only employ existing or accredited teachers within the meaning of the Institute of Teacher Act, 2004.
- A school proprietor choosing to be a Teacher Accreditation Authority only at the point of employment must identify a Teacher Accreditation Authority for the mandatory accreditation of teachers within their school.
- The person or body chosen to be the Teacher Accreditation Authority for a school must be able to attest validly and reliably to the qualifications and competence of individuals seeking accreditation as teachers.
- A Teacher Accreditation Authority may not delegate responsibility for an accreditation decision.



4.1 ACCREDITATION AT THE POINT OF EMPLOYMENT

4.1.1 Requirement to Accredite New Scheme Teachers in NSW

From January 1 2005 Teacher Accreditation Authorities are required to either provisionally or conditionally accredit new scheme teachers. A new scheme teacher is defined in the Institute of Teachers Act as a person first employed to teach in a NSW school after October 1 2004.

Provisional and conditional accreditation for new scheme teachers must be provided by the Teacher Accreditation Authority for the school in which the teacher is first employed. This accreditation is transferable and is independent of the schools or school systems in which they may work.

The decision to accredit a teacher either provisionally or conditionally is made against an assessment of the applicant's initial teacher education qualifications.

A person who has completed a course of Initial Teacher Education approved by the Minister is deemed to have met the graduate standards for teachers and would be provisionally accredited on employment.

The Institute will implement procedures for the approval of courses of Initial Teacher Education during 2005. As students will not graduate from approved courses until 2007, transition arrangements will apply in the interim. These are set out below.

4.1.2 Procedures to be used for the Provisional and Conditional Accreditation of New Scheme Teachers²

Subject to an application for accreditation on the prescribed form, a Teacher Accreditation Authority is to:

1. *provisionally accredit* a new scheme teacher if she/he:
 - a) has completed a recognised course of Initial Teacher Education from a university or other registered Higher Education Institution approved by the Institute of Teachers (current courses are listed on the Institute website), or
 - b) has completed a course of Initial Teacher Education recognised by a Teacher Registration Authority from another Australian State or Territory (see Links on the Institute website) or
 - c) has teaching qualifications as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR)
 - d) is an undergraduate in their final year, including a final year internship placement student, who has successfully completed their final professional experience requirements and is able to demonstrate a history of successful study.

For undergraduates, confirmation of the provisional accreditation will be dependent upon presentation of academic transcripts. Academic transcripts are to be presented within three months of completing course requirements.

In the event of failure to present the academic transcript by the due date, the Institute will request the teacher provide an explanation as to why they have not provided the necessary documentation.

² Advice on the accreditation of casual, temporary and part-time teachers is set out in 4.2

Policy

Teachers who fail to successfully complete the course requirements or who are unable to provide a satisfactory explanation as to why they have not presented relevant academic transcripts are to have their provisional accreditation revoked.

Teachers who have their provisional accreditation revoked may re-apply to be conditionally accredited.

2. *conditionally accredit* a new scheme teacher if she/he:

- a) holds only a degree that is relevant to the area in which she/he is to be employed to teach or
- b) has only to complete the final year of a four year teacher education course.

Teachers who are conditionally accredited under (a) must agree to complete either a:

- a) recognised teacher education qualification (e.g. Diploma of Education or equivalent), or
- b) structured program of professional development approved by the Institute of Teachers.

Teachers who are conditionally accredited under (b) must complete the final year of their four year course.

Conditionally accredited teachers must work under the on-site supervision of a teacher who is themselves neither provisionally nor conditionally accredited.

3. *not accredit a person*, other than a person who is conditionally accredited as a new scheme teacher, who does not have a teaching qualification or a degree that is relevant to the area in which she/he proposes to teach. Such persons may not be accredited and they may not undertake the work of a 'teacher' as defined in the Institute of Teachers Act.

4.1.3 Notification of Decision

All accreditation decisions including a decision to refuse accreditation are to be provided to the Institute within 21 days.

4.1.4 Payment of Fees

Accreditation is dependent upon payment of an accreditation fee to the Institute of Teachers. The Institute will invoice each teacher directly for payment of the fee on receipt of the advice of the accreditation decision.

Should the teacher not pay the prescribed fee in the set period the Institute will advise the Teacher Accreditation Authority that the accreditation of the teacher has been cancelled and that they may not continue to teach.



4.2 ACCREDITATION OF CASUAL, TEMPORARY AND PART-TIME TEACHERS

A casual, temporary or part-time teacher is considered to be a teacher for the purpose of the Institute of Teachers Act if he or she is undertaking the duties that would normally be undertaken by a person who is defined as a teacher under the Act.

The following sets out processes and requirements for the accreditation of casual, temporary and part-time employees.

Accreditation is the responsibility of Teacher Accreditation Authorities.

4.2.1 Accreditation at the point of employment

Teacher Accreditation Authorities need to ensure that from 1 January 2005 all teachers employed for the first time after 1 October 2004 are either provisionally or conditionally accredited. All such teachers must be accredited prior to commencing teaching in 2005. This accreditation is independent of the schools or school system in which they will work.

Casual, temporary or part-time teachers are to be provisionally or conditionally accredited by the relevant Teacher Accreditation Authority for the school using the same criteria and processes as for accreditation of full-time teachers. This involves an assessment of their initial teacher qualifications to ensure they have undertaken an approved course as outlined in the Act.

Provisional and conditional accreditation for these teachers at the point of entry must be provided by the Teacher Accreditation Authority for the school in which the teacher is first employed. These teachers will need this evidence of accreditation for other employers. In the longer term, the Institute will provide accredited teachers with an accreditation card for presentation to employers.

Casual, temporary and part-time teachers who are conditionally accredited will be required to complete a program of teacher education as described in the Act. Where a teacher who is conditionally accredited is not working within the jurisdiction of a single accreditation authority, and where there is not an agreement that he or she will be monitored by a single authority, the Institute of Teachers may assume the responsibility for monitoring their participation and progress in the agreed program. This will involve monitoring their enrolment and progress in a course of teacher education.

Further, a casual, temporary or part-time teacher who is conditionally accredited may only work in a school under the on-site supervision³ of another teacher who is not provisionally or conditionally accredited.

Casual, temporary and part-time teachers will be required to pay an annual accreditation fee to the Institute of Teachers. The Institute of Teachers will invoice the teacher for payment of the fee upon confirmation of provisional or conditional accreditation. Non-payment of the fee will result in loss of accreditation.

4.2.2 Accreditation at professional competence

Following provisional or conditional accreditation, teachers need to be certified as meeting the requirements for mandatory accreditation at Professional Competence as outlined in the Act.

³ This means there is a person (who is not provisionally or conditionally accredited) working within the school with responsibility for the supervision of that teacher.

4.2.2.1 Maximum period for achievement of mandatory accreditation

The Institute of Teachers Act sets a maximum period of time for a full time teacher to achieve accreditation as Professionally Competent.

The period for full time teachers who are:

- provisionally accredited is 3 years
- conditionally accredited is 4 years

4.2.2.2 Maximum period for achievement of mandatory accreditation for casual, temporary and part-time teachers

The Act provides additional time through regulations for casual, temporary and part-time employees in relation to the maximum period of time to achieve accreditation.

The regulations set a maximum period for casual, temporary or part-time teachers who are:

- provisionally accredited of 5 years
- conditionally accredited of 6 years

4.2.2.3 Minimum teaching requirements for mandatory accreditation

Casual, temporary and part-time teachers must complete at least 195 (FTE) days of teaching before they can apply to be accredited as professionally competent. This period of time will enable them to develop and demonstrate their teaching capability.

Casual, temporary or part-time teachers will be required to maintain their own employment records as evidence of completion of this minimum requirement. These records may include original or certified copies of pay slips.

In addition, casual, temporary or part-time teachers must undertake a period of continuous teaching (either full-time or part-time) within a single school of at least the equivalent of one full-time term over a period of no more than three school terms to allow assessment of their professional competence.

A casual, temporary or part-time teacher may apply to a Teacher Accreditation Authority to be accredited during such a period of continuous teaching.

The criteria and processes for assessing casual, temporary or part-time teachers' achievement of the standards for Professional Competence are the same as those for full-time teachers.

All accreditation decisions must be notified within 21 days to the Institute of Teachers, including any decision to not accredit a teacher.

Casual teachers who do not have the opportunity to be accredited during the period prescribed by the regulations may apply to the Minister for an extension of this period. The criteria for the Minister to endorse an extension will be developed by the Institute and include a range of circumstances such as:

- child rearing responsibilities
- lack of opportunity to present for accreditation
- sickness and misadventure



4.3 ACCREDITATION OF TRANSITION SCHEME TEACHERS

The Institute of Teachers Act 2004 sets out requirements for the accreditation of teachers against Professional Teaching Standards.

Accreditation is mandatory for:

- New Scheme Teachers (teachers first employed to teach in NSW after 1 October 2004)
- Transition Scheme Teachers (existing teachers without formal qualifications)

This policy statement provides advice on the qualification and accreditation requirements of Transition Scheme Teachers.

4.3.1 Definition

A Transition Scheme Teacher is an existing teacher, that is, a person employed to teach in NSW prior to 1 October 2004, who holds neither a recognised teacher education qualification⁴ nor a Bachelor Degree recognised under the Australian Qualifications Framework (<http://www.aqf.edu.au/thirteen.htm>).

4.3.2 Qualification Requirements

Transition Scheme Teachers are required to undertake higher education study leading to attainment of a Bachelor Degree or higher qualification in an area related to their teaching responsibilities. A Bachelor Degree is the minimum qualification to be held by an existing teacher.

Transition Scheme Teachers may seek recognition and advanced standing for any vocational or other qualifications held that are recognised under the AQF in order to minimise study requirements.

Transition Scheme Teachers have seven years to obtain the required qualification.

4.3.3 Accreditation Requirements

Transition Scheme Teachers are to be conditionally accredited while completing the required study.

Transition Scheme Teachers are to be assessed for accreditation at the level of Professional Competence on completion of the required study. Transition Scheme Teachers who do not meet the Standards for Professional Competence within the seven year period may not continue to work as a teacher.

While conditionally accredited, Transition Scheme Teachers are to work under the on-site⁵ supervision of a teacher who is not themselves provisionally or conditionally accredited.

The Teacher Accreditation Authority for the school in which the teacher is employed is to monitor the progress of the teacher towards obtaining the required qualification during the seven year period.

4 Recognised teacher education qualifications include two and three year teacher education qualifications issued by a former Australian Teachers' College or Advanced College of Education.

5 On-site supervision means that the supervisor is working from the same school site. It does not infer direct and continuous in-class supervision.

4.3.4 Accreditation Fees

Transition Scheme Teachers who are conditionally accredited are NOT required to pay an annual accreditation fee. An annual accreditation will be payable when a teacher is accredited as professionally competent.

4.3.5 Notification of Decision

All accreditation decisions including a decision to refuse accreditation are to be provided to the Institute within 21 days.



4.4 ACCREDITATION ADVICE AT PROFESSIONAL COMPETENCE

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Appendix I Typical Documentary Evidence For The Accreditation Report

Appendix II Accreditation Report For Professional Competence



1 Introduction

The Institute of Teachers Act 2004 provides for a school-based accreditation scheme. Accreditation recognises and certifies a teacher's achievement of Professional Teaching Standards on entry to the profession and subsequently at the levels of:

- Professional Competence (mandatory accreditation, following a period of practice as a teacher)
- Professional Accomplishment (voluntary accreditation to provide a focus for ongoing development as a practising teacher)
- Professional Leadership (voluntary accreditation, recognising teaching excellence).

The Framework of Professional Teaching Standards describes what teachers need to know, understand and practise to be able to ensure quality learning opportunities for students.

The Framework forms a foundation for career planning and allows teachers to map and determine their professional learning and development needs. The accreditation process provides a tool for professional engagement amongst teachers on issues of quality teaching.

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

This advice is designed to support fair, consistent and valid processes for mandatory accreditation at Professional Competence. Underpinning the advice is a process of nurturing and supporting a new scheme teacher's entry into the teaching profession.

The accreditation process should enable new scheme teachers to build and integrate their initial teacher education into their teaching practice. It is designed to assist schools to smooth the transition for new scheme teachers between university and entry into the teaching profession.

Collaboration between new scheme teachers and experienced colleagues is integral to the accreditation process. This collaboration, involving ongoing practice and discussion amongst the teachers who are engaged in the accreditation process, will build shared understandings of the meaning and application of the standards in a range of settings. These understandings are necessary to ensure that fair, consistent and valid judgements are made throughout the state.

It is recommended that this advice is considered as a whole to ensure a thorough and complete understanding of the requirements for accreditation.



2 Responsibility for accreditation

Responsibility for the implementation of the accreditation process rests with the Teacher Accreditation Authorities (TAAs) and the Institute of Teachers.

2.1 Role of the Teacher Accreditation Authority

The Teacher Accreditation Authority is 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. The determination of TAAs varies across school employing authorities. In the case of Government schools, it is the School Education Director. In Catholic systemic schools it is usually the Diocesan Director and in most independent schools it is the Head. The internal arrangements for managing the process of accreditation also vary. In most cases, TAAs will identify a teacher or a number of teachers to be responsible for managing and monitoring the new scheme teacher's accreditation.

TAAs should ensure that responsibility for the progress of new scheme teachers⁶ is assigned to a supervising teacher or teachers⁷. These supervising teachers should have the experience and capacity to engage colleagues in discussion and reflection about effective teaching and learning.

TAAs should implement a policy to make sure that the most appropriate teachers are assigned responsibility for new scheme teachers.

The TAA is responsible for maintaining a record of the accreditation of the new scheme teacher as well as developing a report on the teacher. All reporting will be in a consistent format. Advice about the content of the report is outlined in 6.2 and Appendix II of this advice. The Institute's website will be a source of on-going support to TAAs.

2.2.1 Role of the Supervising Teacher

An experienced teacher or teachers should have responsibility for assisting and supporting the new scheme teacher to meet the standards. This advice describes the effective practice for support of beginning teachers. The Framework of Professional Teaching Standards and the Evidence Guide⁸ support and clarify the decisions made through existing practices.

Supervising teachers should discuss the new scheme teacher's progress against the standards. Where appropriate, the supervising teacher should direct the new scheme teacher to any relevant resources within the school to support their progress. This may include discussion with peers and other experienced colleagues.

The capacity of supervising teachers to make valid and reliable accreditation judgements acknowledges and supports the primacy of the professional judgements that have always been made by teachers in schools.

This will entail becoming familiar with the Standards and the Evidence Guide over time and engaging with the new scheme teacher in collegial discussions and reflections on issues related to effective teaching and the application of the Standards.

6 A new scheme teacher means a person who has never been employed to teach in NSW before 1 October, 2004 and who is (or who would be) employed as a teacher for the first time after the relevant date and a person who returns to teaching after 1 January 2005 following a period of at least 5 years during which time the person was not employed to teach.

7 Responsibility for the accreditation of new scheme teachers can be assigned to one or more teachers.

8 The Evidence Guide is found in this Manual.

2.2.2 Role of New Scheme Teachers

New scheme teachers are expected to collect samples of their work as evidence for accreditation. This includes written documentation such as lesson plans and programs that have been signed and dated by a representative of the TAA as contributing to their successful attainment of the standards.

In consultation with a representative of the TAA, the new scheme teacher should take responsibility for managing their progress towards mandatory accreditation. Self evaluation is fostered throughout the accreditation process by genuine collaboration between new scheme teachers and their colleagues.

Self evaluation contributes significantly to the accreditation of each new scheme teacher (see 5.4). The Institute's website will be a source of on-going support for new scheme teachers.

2.3 Role of the 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.

The Institute advises and assists TAAs in accrediting teachers and monitors the accreditation process across all schools. The Institute supports the consistent and fair application of the Framework of Professional Teaching Standards for each teacher.

TAAs should contact the Institute of Teachers for support and advice during the process of accreditation of all new scheme teachers.

The Institute manages the use of external assessors in the accreditation process. It provides briefing sessions for these assessors to support their capacity to make consistent judgements. The Institute also monitors the application of accreditation decisions across the state.

2.3.1 Role of the External Assessor

The external assessor reviews and comments on the evidence contained in the report provided by the TAA. The external assessor does not observe the applicant's teaching. The external assessor submits a review on the Accreditation Report to the Institute of Teachers.

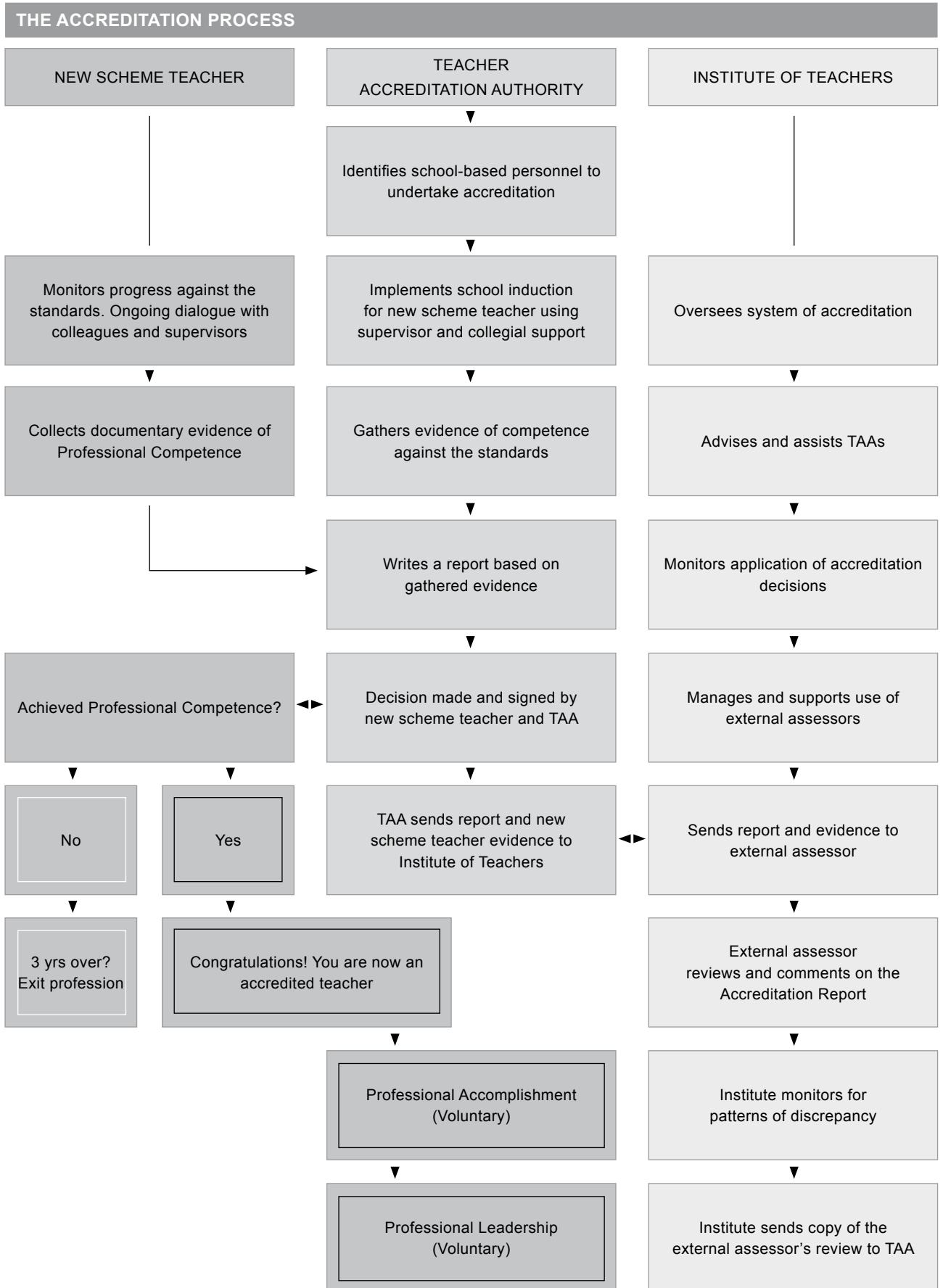
The TAA should consider the advice of the external assessor contained in their review about the accreditation of the new scheme teacher. This advice should be used to inform on-going accreditation processes and judgements within the TAA.

The TAA must be sent a copy of the external assessor's conclusions.

Where the recommendation of the external assessor varies from the TAA, the decision of the TAA is final. (See Section 6.3)

The external assessor⁹ will be an experienced teacher, selected by the Institute from within the same school sector as the new scheme teacher.

9 A policy to support the briefing and identification of external assessors is currently being developed.





3 The application of professional judgement

Central to the concept of professionalism is an understanding that the members of a profession are able to make informed decisions about what constitutes competence as a member. Such decisions about competence protect the reputation of the profession and demonstrate its value to the broader community.

Making an informed decision about competence relies on the application of professional judgement. A characteristic of professional judgements is the way they are applied to the varied and complex circumstances of professional work. One important characteristic of any professional judgement is its reliance on the accumulated knowledge and expertise of the individual making the judgement. Experience and expertise in making these judgements will be supported through ongoing discussion among and between teachers.

This advice is intended to support TAAs and supervising teachers make professional judgements by:

- ensuring a common and clear understanding of the uses of professional standards in making judgements at the level of Professional Competence
- establishing common processes based on the professional judgement and the use of the Standards for judging accreditation at Professional Competence
- providing a tool for engaging new scheme teachers, representatives of TAAs and other colleagues in ongoing and substantive discussions about teacher competence within and across a range of contexts
- protecting new scheme teachers and their supervisors from the potential misuse of the Framework of Professional Teaching Standards.



4. Making the judgement at professional competence

4.1 Which standards have to be achieved?

Accreditation requires that new scheme teachers meet all the Professional Teaching Standards for professional competence, across the seven elements. That is, achievement of all the professional standards is considered essential to be an accredited teacher.

It should be noted that the standards constitute the most easily identified and agreed aspects of the complex process of teaching. As such, they constitute the agreed descriptive statements of an intricate and complex process.

4.2 Identifying competence

The imperative to assist and guide students to improve their learning underpins each standard. Competence will be identified when the teacher is able to create, on a consistent basis, an environment where learning opportunities for all students are enabled.

The creation of such an environment will be evidence of the teacher's ability to effectively integrate and apply the knowledge and skills that comprise each standard.

The alternative to competence is when student learning opportunities are denied or limited because of the shortcomings of the teaching. There can be no exception to the standard of competence if a teacher is to be regarded as a full member of the profession. That is, syllabus requirements must be met and students are to be supported and have their learning needs addressed.

4.3 An holistic judgement

Making an holistic judgement involves observing and analysing the integration of a teacher's skills, knowledge and practices during teaching. The decision to accredit a teacher requires a judgement that the teacher's practice is integrated across varied circumstances.

Recognising a competent teacher requires an understanding that combinations of standards or aspects of standards are applied and demonstrated in a range of circumstances. Such recognition requires the collection of a range of evidence including observation as well as review of documentation

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.

4.4 Building confidence

It must be recognised that expertise and confidence for new scheme teachers may not be as evident as for an experienced teacher. The process of meeting the standards should be used as a basis for developing and building confidence and expertise in areas where these are lacking or require support.

Many new scheme teachers will have developed skills and gained experience in other contexts. During the process of accreditation, other work experiences, for example training or lecturing, should be acknowledged and valued. This will contribute to recognising the transferability of the new scheme teacher's existing skills and knowledge as well as building their confidence.

It is expected that the least experienced teachers are most likely to move towards meeting the standards tentatively and to experience uneven success in achieving their teaching objectives and meeting the demands of the classroom. It is important to recognise that this does not in itself indicate incompetence.

4.5 Acknowledging the teacher's context

The specific teaching context of the teacher should be acknowledged in the process of accreditation. Each teaching context will have a set of unique challenges. In some cases, the challenges will be more demanding than others. Competent practice will vary in differing contexts. The TAA should ensure that the accreditation process takes account of the demands of each specific teaching context and that it provides the support for new scheme teachers to meet the standards regardless of the teaching context.

It should be noted that working in a challenging context can provide opportunities and experiences to develop a broader range of skills in a shorter timeframe.

4.6 Consistency of judgements of TAAs across the state

The Institute's processes will have the capacity to strengthen the TAA's ability to apply consistently the Professional Teaching Standards across a range of settings. Consistent judgements across the state will be developed through the Institute's monitoring of accreditation processes, the use of external assessors to review accreditation decisions, the application of the Evidence Guide by TAAs and the encouragement of new scheme teachers to engage with the standards.

Judgements about consistency should be based on the collection of evidence over sufficient enough time to include experiences with an appropriate range and variety of situations. The range and variety of situations and experiences are described in the evidence guide accompanying this advice. This Evidence Guide will be reviewed and refined based on ongoing advice from external assessors and TAAs undertaking the accreditation process.

Ultimately, the decision to accredit against the standards must rely on the professional judgement of the teachers involved in the accreditation process. Furthermore, the decision to accredit should be based on an accumulation of a range of evidence collected over a period of time.

Expertise in the consistent application of the standards will grow through the Institute's monitoring processes. This knowledge and expertise will be used to refine and inform the accreditation process.



5. Describing the process of accreditation

5.1. A transparent and developmental process

The process for meeting the standards is to be developmental, transparent and consultative. Communication between the representative of the TAA and new scheme teacher should be open and honest. The process should at all times be focussed on supporting and assisting the teacher to achieve accreditation. The Framework of Professional Teaching Standards should provide direction and structure to support the development of new scheme teachers.

Time, support and confidence are required to enable teachers to meet the standards. Constructive feedback is to be provided to the new scheme teacher throughout the accreditation process. Where appropriate, strategies to improve teaching practice and suggested areas for professional learning are to be recommended¹⁰.

There is no minimum time requirement for teachers to meet the standards. The timeframe is dependent on the individual circumstances of the new scheme teacher and the capacity of the TAA to make reliable judgements about the competence of the teacher. There is a maximum time requirement that varies according to circumstance (see Section 6 of this document).

5.2. Communication with new scheme teachers

Following employment as a teacher, new scheme teachers are to be provided with clear and comprehensive advice describing the accreditation process. This advice will include information about the arrangements for accreditation such as the timing of classroom observations together with requirements for the review and analysis of teaching programs as well as evidence of student learning.

New scheme teachers should have an opportunity to identify and discuss issues related to their accreditation.

New scheme teachers should also be provided with a copy of the TAA's internal appeals process.

5.3. Sources of evidence collection

Accreditation decisions are to be made on the basis of evidence against the standards. Broadly, this evidence will be a collection of:

Lesson and/or program planning documentation

This will provide valuable evidence about the teacher's capacity to identify student learning needs and design lessons that reflect syllabus outcomes and maximise student learning opportunities. There will be a correlation between the adequacy of planning, the resulting documentation, the quality of teaching practice and the quality of student learning.

Evidence of student learning

Teachers should be developing and refining their capacity to use feedback as a tool to improve student learning. This includes formal feedback such as student assessment as well as informal feedback to students and their parents or caregivers about learning progress. It also includes analysing student learning to plan future lessons or make programming decisions.

10 Proformas designed to support new scheme teachers will be available on the Institute's website.

Observation of teaching in a variety of contexts over a period of time

Observation of teaching should be the primary indicator of the teacher's capacity to provide learning opportunities for all students in the class. This will also be the most difficult evidence to judge reliably. Supervising teachers will need to consider carefully the types of evidence that are appropriate to inform judgements based on observation. Observation should be accompanied by discussion and constructive feedback to new scheme teachers. The new scheme teacher should have an opportunity to reflect and express their thoughts on the lesson particularly as it relates to their progress against the Standards.

Professional engagement with colleagues, parents, caregivers and the broader community

This includes evidence of the capacity to use interpersonal skills appropriately to communicate with parents, caregivers and members of the broader community. New scheme teachers will also need to demonstrate they can work productively with colleagues as well as engaging in constructive professional discussions to improve and refine teaching practice and ultimately to improve student learning.

Details outlining the specificity of the required documentary evidence are set out in Appendix I.

5.4. The role of self assessment

All new scheme teachers should reflect on, analyse and document their own progress against the Standards. Self assessment comprises a significant component of an effective accreditation process. New scheme teachers should be given the opportunity to lead the discussion about their progress against the Standards with their supervisor as well as with other colleagues. A genuine spirit of collaboration and open discussion between new scheme teachers, their colleagues and supervisor will foster the confidence and ability of the new scheme teacher to undertake this professional responsibility.

In addition, new scheme teachers should be responsible for seeking professional engagement with colleagues, within and outside of the school so as to improve their practice.

5.5. Using colleagues for support and evaluation

New scheme teachers should be encouraged to discuss their teaching practice with their peers and colleagues. These discussions can provide new scheme teachers with collegial support and reassurance as well as offering a range of useful strategies and techniques to support their accreditation.

Importantly, colleagues can share their expertise and experiences and spread the support required by the new scheme teacher over a broader number and range of teachers.

New scheme teachers should also be encouraged to discuss and question any uncertainties and concerns arising from their reflection of their teaching experience.

5.6. Making a valid judgement

Making a valid judgement is dependent on evidence of a teacher's demonstrated capacity to meet the Standards on a consistent basis. That is, an individual who demonstrates competence haphazardly cannot be regarded as meeting the level of competence required by the Standards.



A valid judgement also requires triangulation of sources of evidence. For example, the capacity to create a successful classroom environment for learning will be underpinned by effective lesson planning, use of appropriate learning strategies, application of content and syllabus knowledge together with knowledge of individual students. In addition, the new scheme teacher will contribute to the accreditation process by evaluating the success or otherwise of their planning and delivery of lessons.

Teachers who are experiencing difficulty meeting some standards should be provided with appropriate support to meet the standards.



6. The accreditation decision

Teachers are required to attain accreditation at Professional Competence within a maximum 3 year period of being provisionally accredited and a maximum 4 year period if conditionally accredited. Casual, temporary and part-time teachers will have a longer maximum time period.

6.1. Developing an accreditation policy

All TAAs are required to have a written accreditation policy. This policy will describe the requirements for accreditation within the TAA. The policy will identify a plan for the following responsibilities:

- feedback in the form of discussion with the new scheme teacher about their progress as well as guidance on their further development
- classroom observations that will be used to gather evidence of the new scheme teacher's classroom practice
- review and analysis of teaching programs
- review and analysis of student learning outcomes.

The frequency for addressing each item in an accreditation program is a decision for the TAA. All decisions about frequency should be based on the capacity to make a valid and reliable judgement about the new scheme teacher. This judgement must be based on and supported by a range of evidence.

All evidence gathered in relation to accreditation must be against the Framework of Professional Teaching Standards.

6.2. Required documentation for accreditation

The documentation requirements are designed to support streamlined accreditation processes and ensure a valid, fair and reliable process is implemented for all new scheme teachers. The following documents are required for evidence of accreditation:

A Report comprising:

- signed and dated examples of documentation¹¹ such as lesson plans and/or teaching programs and student work samples¹² held by the new scheme teacher. All attachments should be signed and dated by a representative of the Teacher Accreditation Authority.
- a completed proforma describing the evidence used to accredit the new scheme teacher
- a decision by a representative of the TAA recommending the accreditation or non accreditation of the new scheme teacher.

11 Examples are described in Appendix I

12 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).

6.3. Completing the Accreditation Report¹³

A representative of the TAA is to complete the Accreditation Report including evidence of a new scheme teacher's demonstrated ability to meet the standards. The report is to be endorsed by the TAA.

The new scheme teacher should discuss the contents of the report with the TAA. The new scheme teacher may not necessarily agree with the contents of the report.

A reporting proforma and guidelines for the collection of evidence are attached in Appendix II. This proforma is designed to assist and support both the processes of reporting and recording accreditation decisions.

The Report comprising the completed proforma and signed copies of the new scheme teacher's documented evidence is to be sent to the Institute of Teachers. The Report is then sent to an external assessor by the Institute of Teachers.

The external assessor reviews the report and provides a comment on the accreditation decision to the Institute of Teachers. The external assessor's report will be forwarded to the TAA.

Electronic forms to complete the report will be available at www.nswteachers.nsw.edu.au

6.4. Resolving discrepancies and sanctions for TAAs

Where the recommendation of the external assessor varies from the TAA, the decision of the TAA is final.

The Institute of Teachers will monitor all accreditation decisions throughout the state. Where a pattern of discrepancies between the TAA and the external assessor is identified, the Institute will notify the TAA.

In extreme cases, failure to implement a valid process of accreditation by a TAA will lead to loss of the accreditation status of the TAA.

6.5. Appeals

Each TAA is to have a documented internal appeal process¹⁴. It is the responsibility of the TAA to provide new scheme teachers with a copy of the internal appeals process.

The new scheme teacher can use this process to appeal a decision not to recommend their accreditation.

It should be noted that the NSW Institute of Teachers Act specifies that a person may apply to the Administrative Decisions Tribunal (ADT) for a review of the accreditation decision.

If a new scheme teacher is not recommended for accreditation, they must be informed of their right to request a review of the decision by the ADT at the time they are informed that they have not been recommended for accreditation.

13 The Report proforma is attached in Appendix II

14 **Important Note**

If your school is part of a system such as the Department of Education and Training or a Catholic Education Office then you may need to refer to systemic policies and procedures for advice on Internal Appeals. These may be inserted into this Accreditation Manual for ease of reference



Before the appeal goes to the Administrative Decisions Tribunal, the new scheme teacher must ask the TAA to review the decision. This is called an internal review. Requests for an internal review must be made in writing and must be made within 28 days of the new scheme teacher being informed of the TAA's decision.

The TAA or its representative must acknowledge the new scheme teacher's request for an internal review within 21 days from receipt of the request.

6.6. Recording accreditation decisions

TAA's should organise an appropriate system to record accreditation decisions. This will comprise a copy of the report for each teacher accreditation decision.

Documents that are used to make the accreditation decision are to be collected and maintained by the new scheme teacher. A representative of the TAA and the new scheme teacher should countersign each page of the document.

Until advised otherwise all TAA's should keep a copy of the Accreditation Report (including the documentary evidence) for each teacher. Further advice with regard to record keeping will be provided by the Institute of Teachers later in the year¹⁵.

6.7. Transferring records

It is the responsibility of the new scheme teacher to transfer their own examples of collected evidence. Such examples include authorised (signed and dated) examples of evidence such as teaching programs and lesson plans.

A TAA may be responsible for making an accreditation decision for a new scheme teacher who commenced their accreditation with another TAA. In these cases, the accrediting TAA should ensure that they are confident that their observations of the new scheme teacher are compatible with the records that have been transferred in order for them to make a valid accreditation decision. In some cases, the accrediting TAA may wish to contact the original TAA for clarification about the new scheme teacher.

15 This advice is subject to a determination by the State Records Authority of NSW



Insert Systemic Internal Appeals Policy



Appendices

Appendix I Typical documentary evidence for the Accreditation Report

Appendix II Accreditation Report for professional competence



Appendix I Typical documentary evidence for the Accreditation Report

This is the only evidence that the new scheme teacher will need to supply for the Accreditation Report. This should comprise material gathered in the course of their daily work as a teacher.

The evidence is also described against the Element of the Standards. This means that some of the evidence is duplicated. TAAs may find this format useful when developing the Accreditation Report.

Please note, one item of documentary evidence can meet a number of standards. Two or three samples along with the Report, may adequately illustrate the attainment of the Standards. The emphasis for evidence collection is on the quantity rather than the quality of documentation.



TYPICAL DOCUMENTARY EVIDENCE FOR THE ACCREDITATION REPORT

Annotated excerpts of planning documents, lesson preparation and student learning, demonstrating reflection and analysis, which show:	Relates to standard
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; 3.2.4
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 programs/lesson plans	3.2.10; 6.2.1
Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production (for example homework, group work, assessment task)	3.2.1; 3.2.2; 3.2.4; 3.2.7; 4.2.1; 6.2.1; 7.2.1
Annotated record of feedback given to students; evidence of record-keeping system	3.2.6; 3.2.7; 3.2.8
Behaviour management documentation	5.23; 5.25



TYPICAL DOCUMENTARY EVIDENCE FOR THE ACCREDITATION REPORT

Annotated excerpts of planning documents, lesson preparation and student learning, demonstrating reflection and analysis, which show:

Relates to standard

ELEMENT 1

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

Activities and content that are appropriate to learning stages

1.2.1

Application of specific and appropriate literacy strategies

1.2.1; 1.2.2; 1.2.3

ELEMENT 2

A variety of teaching and learning activities (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives

2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6

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

2.2.2; 2.2.3

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

2.2.6

Evidence of team teaching and collaborative planning; consultation with ESL teacher / Counsellor / Aboriginal Education Assistant etc

2.2.5

ELEMENT 3

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

3.2.3; 3.2.4

Differentiated tasks to meet the learning needs of individual students

3.2.4

Activities and content that are appropriate to learning stages

3.2.4

A range of assessment strategies relevant to the outcomes

3.2.5; 3.2.10

Evaluation of programs/lesson plans

3.2.10

Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production (for example homework, group work, assessment task)

3.2.1; 3.2.2; 3.2.4; 3.2.7

Annotated record of feedback given to students; evidence of record-keeping system

3.2.6; 3.2.7; 3.2.8

Policy

Annotated excerpts of planning documents, lesson preparation and student learning, demonstrating reflection and analysis, which show:	Relates to standard
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ELEMENT 4	
A variety of teaching and learning activities (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives	4.2.5
Activities and content that are appropriate to learning stages	4.2.5
Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production	4.2.1

ELEMENT 5	
Behaviour management documentation	5.23; 5.25

ELEMENT 6	
Evidence of team teaching and collaborative planning; consultation with ESL teacher / Counsellor / Aboriginal Education Assistant etc	6.2.4; 6.2.6
Evidence of implementation of mandatory policy documents	6.2.8
Evaluation of programs/lesson plans	6.2.1
Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production	6.2.1

ELEMENT 7	
Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production (for example homework, group work, assessment task)	7.2.1



Appendix II Accreditation Report for professional competence

This report has been designed for TAAs to complete using the evidence of their new scheme teacher's capacity to meet the standards. TAAs should confine their comments to the space provided on the proforma.



Accreditation Report for professional competence

Teacher's name: _____

Teacher's Accreditation Number: _____

ELEMENT 1

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

Comment

**Title of attached
documentary evidence**

ELEMENT 2

Teachers know their students and how they learn

Comment

**Title of attached
documentary evidence**

ELEMENT 3

Teachers plan, assess and report for effective learning

Comment

**Title of attached
documentary evidence**

ELEMENT 4 Teachers communicate effectively with their students	
Comment	Title of attached documentary evidence
ELEMENT 5 Teachers create and maintain safe and challenging learning environments through the use of classroom management skills	
Comment	Title of attached documentary evidence
ELEMENT 6 Teachers continually improve their professional knowledge and practice	
Comment	Title of attached documentary evidence
ELEMENT 7 Teachers are actively engaged members of their profession and the wider community	
Comment	Title of attached documentary evidence



The Teacher Accreditation Authority must complete and sign either Section 2 or Section 3. The new scheme teacher must read the report and sign Section 1.

Section 1 The new scheme teacher's sign off

I _____ have read the Accreditation Report and attest that the
(insert name of new scheme teacher)
documentation attached is an accurate sample of my work.

New Scheme Teacher's name _____ Signature: _____
(please print)

New scheme teacher's comment (OPTIONAL)

Section 2 Meets the requirements for accreditation

As the Teacher Accreditation Authority, I determine that _____
(insert name of new scheme teacher)

meets the Institute of Teachers' requirements for accreditation at Professional Competence.

Teacher Accreditation Authority's name _____ Signature: _____
(please print)

Section 3 Does NOT meet the requirements for accreditation

As the Teacher Accreditation Authority, I determine that _____
(insert name of new scheme teacher)

does not meet the Institute of Teacher's requirements for accreditation at Professional Competence.

Teacher Accreditation Authority's name _____ Signature: _____
(please print)

