



**BECOMING AN INSTITUTE OF TEACHERS ENDORSED
PROVIDER OF PROFESSIONAL DEVELOPMENT
MANUAL**

**Supporting the Maintenance of Accreditation at
Professional Competence**

For Providers Linked to Other Endorsement Frameworks:

- **Registered Training Organisations**
- **Universities and other self-accrediting higher education institutions and non self-accrediting higher education institutions within categories II and III of the AQF Register (<http://www.aqf.edu.au/register.htm>) offering courses not leading to a qualification**

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A. The NSW Institute of Teachers

The NSW Institute of Teachers was 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 is 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.

The *Institute of Teachers Act 2004* provides for the approval by the Minister of continuing teacher education, providers, courses, programs and the conditions and criteria for continuing accreditation. The Minister has delegated to the Chief Executive of the NSW Institute of Teachers the function to approve courses, programs and providers.

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B. The NSW Institute of Teachers Accreditation Framework

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

- Graduate Teacher
- Professional Competence
- Professional Accomplishment
- Professional Leadership

Accreditation attests that teachers have met the standards at each stage. The standards for each career stage can be found on the Institute's website at www.nswteachers.nsw.edu.au.

C. Supporting the maintenance of accreditation at Professional Competence through continuing professional development

The Institute of Teachers has developed the *Continuing Professional Development Policy - Supporting the Maintenance of Accreditation at Professional Competence*. The purpose of the policy is to support accredited teachers to maintain their accreditation. For the purpose of the *Institute of Teachers Act 2004*, the Professional Teaching Standards are incorporated in this policy.

The policy articulates the professional learning advisory functions of the Institute, the process for provider endorsement, the course and program¹ registration process and the requirements for participation in continuing professional development. The policy is available at www.nswteachers.nsw.edu.au.

D. Objectives of the Continuing Professional Development Policy - Supporting the Maintenance of Accreditation at Professional Competence

The objectives of the policy are to:

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

¹ A course is defined by the policy as a professional development activity of 10 hours or less. A program is a professional development activity of more than 10 hours. It may comprise one or more courses.

E. Professional Development Requirements for Teachers

Teachers accredited at Professional Competence need to participate in 100 hours of professional development over five years to support the maintenance of their accreditation at Professional Competence.

The required 100 hours of continuing professional development over five years comprises 50 hours of Institute Registered continuing professional development and 50 hours of Teacher Identified continuing professional development. Teachers undertaking postgraduate study will be deemed as having met the professional development requirements.

The three categories of professional development are explained below.

i) Institute Registered Continuing Professional Development

Institute Registered continuing professional development comprises courses and programs that have been registered by the Institute. This type of continuing professional development has been aligned to the Professional Teaching Standards at the level of Professional Competence.

These courses and programs can only be provided by Institute endorsed providers of continuing professional development.

Institute Registered continuing professional development courses and programs are placed on the Institute's public register on its website.

ii) Teacher Identified Continuing Professional Development

Teacher Identified continuing professional development comprises non-registered continuing professional development. The activities may involve experiences similar to those in Institute Registered continuing professional development, but they will not be registered through the Institute. These activities will not be placed on the public register on the Institute's website.

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

This type of continuing professional development can be offered by either endorsed continuing professional development providers or other providers who have not been endorsed by the Institute. This provides teachers, schools and providers with flexibility.

Teacher Accreditation Authorities will confirm a teacher's participation in Teacher Identified Continuing Professional Development. Teachers will maintain a record of these activities in their individual online *Continuing Professional Development Participation Log*.

iii) Teachers Undertaking Postgraduate Study

Teachers undertaking postgraduate study during the five-year period will be deemed as meeting the professional development requirements for the maintenance of accreditation at Professional Competence if the area is directly

related to the standards or the area of teaching (or future area of teaching where a teacher is retraining).

F. Support Material

The following policy and support material is available:

- *The Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence*
- Advice to Teacher Accreditation Authorities about continuing professional development that supports the maintenance of accreditation at Professional Competence
- Advice to teachers about continuing professional development that supports the maintenance of accreditation at Professional Competence.

G. Continuing Professional Development Provider Endorsement

Providers seeking endorsement will need to align their courses and programs to the Professional Teaching Standards for Professional Competence. The Standards are available at Attachment 1.

Providers who are in the process of applying for endorsement should not advertise or promote their courses on the basis that they are applying to the Institute of Teachers for endorsement.

Promotion of professional development as Institute Registered should only occur when a provider has been granted endorsement by the NSW Institute of Teachers.

Providers who meet the Institute's endorsement criteria will be accorded the status of Institute endorsed providers of continuing professional development. The Institute will endorse each provider only for the courses and programs that are aligned with one or more of the seven elements of the Professional Teaching Standards.

Endorsed providers will be able to register courses and programs for which teachers can claim registered professional development credit to support their maintenance of accreditation at Professional Competence.

The Institute's provider endorsement criteria are central to the Institute's quality assurance of continuing professional development. Endorsing professional development is designed to support:

- the development of courses and programs aligned to the Standards
- professional development opportunities that are underpinned by reliable research as appropriate
- the improvement of teachers' professional practice through participation in high quality professional development
- the development of courses and programs that are aligned to NSW syllabus documents, other curriculum requirements of the *Education Act 1990* and policy directions.

The objectives of the Institute's *Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence* rely on a process that recognises courses and programs that support teachers in achievement of

the Professional Teaching Standards. The objectives also rely on the use of defensible, transparent and practical measures of quality for registered courses and programs.

Providers Linked to Other Endorsement Frameworks

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

Universities and other self-accrediting higher education institutions and non self-accrediting higher education institutions within categories II and III of the AQF Register (<http://www.aqf.edu.au/register.htm>) offering courses and programs for teachers that contribute to accredited higher education qualifications do not need to seek endorsement. This continuing professional development can be counted towards all continuing professional development mandatory participation hours.

If these institutions choose to provide courses or programs that do not lead or contribute to a qualification they will need to seek endorsement as a provider and registration of these courses or programs. They will be required to provide documentation for 2 criteria.

Providers who meet the requirement of the Australian Qualifications Training Framework and are Registered Training Organisations (RTOs) with the relevant registered scope will also be required to provide documentation for the two criteria for endorsement. They will also need to supply a copy of their certification as an RTO. This requirement also includes TAFE NSW.

This exemption does not extend to university staff who independently deliver courses or programs that do not contribute to a course or program recognised for the award of a university qualification.

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

H. Endorsement Criteria for Continuing Professional Development Providers Linked to Other Endorsement Frameworks

The *Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence* sets out the criteria for provider endorsement. These criteria appear below, in bold, with elaborations following. Providers should refer to these criteria and elaborations when completing their endorsement and registration applications.

Registered Training Organisations and Universities and other self-accrediting higher education institutions and non self-accrediting higher education institutions providing courses that do not lead to a qualification need to address two criteria for their endorsement.

The criteria and elaborations are provided below.

1. The courses or programs reflect either one or more of the elements or all of the elements of the Professional Teaching Standards.

- i) The scope of endorsement, ie the elements and standards of the Professional Teaching Standards that the provider intends to address, needs to be specified in

- the application. Once endorsed, a provider can apply for a variation to their scope to offer courses and programs that address additional elements and standards.
- ii) There is a clear and manifest relationship between the content of the course or program and the standards and/or elements identified for registration. Courses and programs in any one element must complement the spirit of all other elements in the Professional Teaching Standards.
 - iii) The content and presentation of the course or program is consistent with the requirements of the Professional Teaching Standards and should be appropriate for teachers as defined by the *Institute of Teachers Act 2004*.

Providers will need to supply the NSW Institute of Teachers with:

- A representative sample of registered courses and programs across each element of the Professional Teaching Standards that the provider intends to deliver. The sample will need to indicate the title of the course or program, the element/s and standard/s to be addressed, a description which makes clear how the elements/standards are addressed in the course or program, nominal duration, delivery mode and the research basis of the professional development (if applicable).

The sample should address Standards at Professional Competence.

To this end, providers are advised to be selective in their choice of Standards and to ensure that there is evidence that the course/program addresses the Standards selected.

Providers can submit supplementary applications for consideration of wider scopes of endorsement.

The Professional Competence Standards are provided on pages 13-16.

PLEASE NOTE:

A course is a professional development activity of 10 hours or less. A program is a professional development activity more than 10 hours.

Endorsement will be limited to the elements and standards within the representative sample. There is no requirement that providers have courses in each of the elements.

Where a provider is seeking full endorsement they will need to provide a representative sample that addresses Standards across the seven Elements and provides a breadth of examples across student learning stages and curriculum areas.

The representative sample will be negotiated on a case by case basis between the Institute's Manager, Professional Learning and a representative of the provider. The representative sample will be based on the number and duration of the courses and programs as well as the variety of delivery modes offered by the provider.

The Institute may seek advice from experts in specialised fields where this is required.

The scope of endorsement defines:

- the Elements and Standards
- the period of time the provider is endorsed.

Where a provider is endorsed for a course/program or courses/programs, the titles of the courses or programs will be listed in the scope of endorsement statement.

2. Evidence that all marketing and advertising of continuing professional development products and services are both appropriate and ethical.

- i) Promotional, marketing and information material is truthful and reliable and declares any pecuniary, competing and conflicting interests.
- ii) Promotional material provides clear information about selection and enrolment procedures, fees and charges, including refund policy or exemptions (where applicable).
- iii) Program materials and content that claim a research base need to identify the refereed status of the research, the source of funding, and whether findings have been evaluated and confirmed by parties who are independent of the researchers.
- iii) Any asserted relationship to student learning data needs to be clear, reliably described, and transparent. Differences in qualitative and quantitative analysis and issues with regard to projecting research findings to different contexts such as location and socio-economic status should be addressed.
- iv) Program materials should describe whether the content and evidentiary base of the program draws on teacher experience, research, action research, theoretical models or any particular mix.
- v) Promotional material should indicate the provider's scope of endorsement.

Providers will need to supply the NSW Institute of Teachers with:

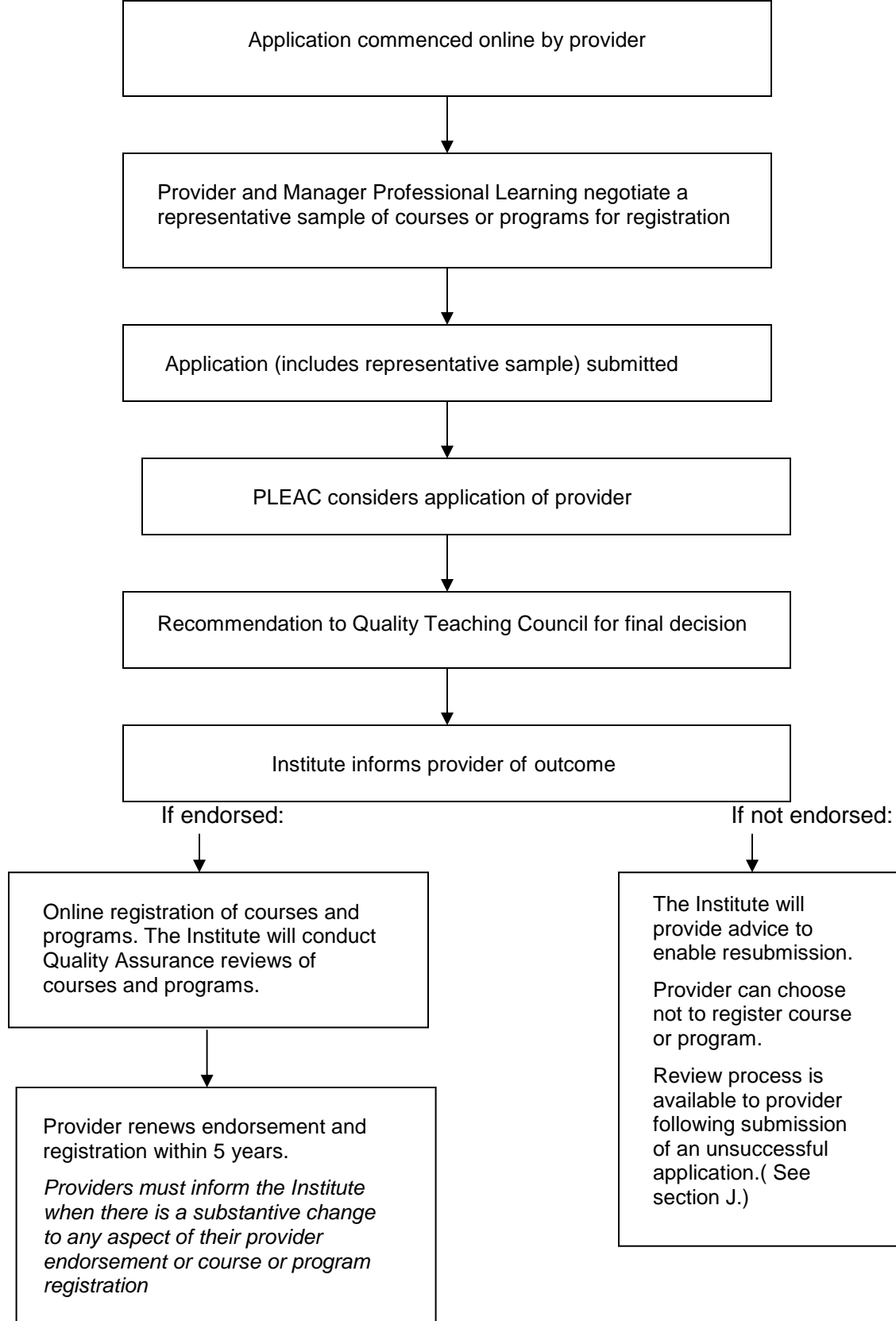
- copies of all promotional material for the representative sample of courses and programs
- an outline of evidence for the research base or basis for the programs and courses. The research base should also include currently relevant research.
- information about products or programs and any further prerequisites for completion of the course that need to be purchased in order to implement the knowledge, skills and understanding of the course. This should include any additional costs beyond the registration fee.

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

I. The Institute's Provider Endorsement Process

- i) The provider prepares the endorsement application and relevant documentation. These are available on the Institute's website at www.nswteachers.nsw.edu.au.
- ii) The representative sample of registered courses is negotiated between the Institute's Manager Professional Learning and the provider.
- iii) The application and relevant documentation are submitted to the Institute.
- iv) The Institute acknowledges receipt of the application.
- v) The application and documentation against the endorsement criteria are considered by the Professional Learning Endorsement and Advisory Committee (PLEAC). The membership of PLEAC comprises:
 - the Chief Executive of the NSW Institute of Teachers
 - three members of the Quality Teaching Council of the NSW Institute of Teachers with experience in the development and delivery of high quality continuing professional development
 - one person drawn from each of the government school, Catholic school and independent school sectors with experience in the development and delivery of high quality continuing professional development. Overall, there is a balance of members from government, Catholic and independent school sectors, the Professional Teachers Council, NSW Teachers Federation, the Independent Education Union and teacher educators
 - two experts in the development and delivery of high quality continuing professional development
 - the Manager, Professional Learning of the NSW Institute of Teachers is the executive officer to the PLEAC.
- vi) The recommendation from the PLEAC is forwarded to the Institute through the Quality Teaching Council (QTC) for final decision.
- vii) The final decision regarding provider endorsement will be communicated by the Institute to the provider.
- viii) Once endorsed, a provider may register their courses and programs using the Institute's website at www.nswteachers.nsw.edu.au through the providers' portal in My Account.
- ix) Where an application is deficient in any area, the PLEAC will advise the applicant of its requirements in order to enable the applicant to resubmit an amended application.
- x) An application for provider endorsement and course and program registration may be withdrawn at any time prior to a decision being made by the Quality Teaching Council. Written intention to withdraw an application should be made to the Institute. This will be acknowledged in writing.

Flowchart of provider endorsement and course or program registration



K. Reviews

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

Reviews will be considered by the Continuing Professional Development Endorsement Reviews Committee (CPDERC). The CPDERC will be a committee of the Quality Teaching Council.

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

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

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

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

The basis for reviews to the CPDERC is matters relating to:

- procedural fairness
- evidence of the provider's capacity to meet endorsement criteria
- any other relevant considerations which require that the endorsement criteria not be applied to the provider's particular circumstances.

The functions of the CPDERC are to consider reviews against the endorsement guidelines and to make recommendations to the Quality Teaching Council. The CPDERC will meet on a needs basis.

The review process comprises the following:

- a submission of the review to the CPDERC by the provider
- the consideration of the review by the CPDERC
- the recommendation from the CPDERC to the Quality Teaching Council
- the decision endorsed by the Institute
- notification to the provider by the Institute. program if relevant
- consent forms to be used for disclosure of information.

ATTACHMENT 1 - Professional Teaching Standards: Professional Competence

ELEMENT 1

TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

	Standard
1.2.1	Apply and use knowledge of the content/discipline(s) through effective, content-rich teaching activities and programs relevant to the stage.
1.2.2	Apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students.
1.2.3	Design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.
1.2.4	Apply current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following: <ul style="list-style-type: none"> • Basic operational skills • Information technology skills • Software evaluation skills • Effective use of the internet • Pedagogical skills for classroom management.

ELEMENT 2

TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

	Standard
2.2.1	Apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students.
2.2.2	Apply knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.
2.2.3	Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes.
2.2.4	Apply knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.
2.2.5	Demonstrate the capacity to apply effective strategies for teaching: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.

2.2.6	Apply a range of literacy strategies to meet the needs of all students including: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students with Special Education Needs • Non-English Speaking Background students • Students with Challenging Behaviours.
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ELEMENT 3

TEACHERS PLAN, ASSESS AND REPORT FOR EFFECTIVE LEARNING

	Standard
3.2.1	Identify and articulate clear learning goals that reflect important conceptual understandings of the content/discipline(s) taught.
3.2.2	Design and implement coherent, well structured lessons and lesson sequences that engage students and enhance student learning outcomes.
3.2.3	Select and organise subject/content in structured teaching and learning programs that reflect sound knowledge of subject content/ discipline(s) taught.
3.2.4	Select, develop and use a variety of appropriate resources and materials that engage students and support their learning.
3.2.5	Use a broad range of effective strategies to assess student achievement of learning outcomes.
3.2.6	Communicate to students the link between their achievement and the outcomes set out in the syllabus.
3.2.7	Provide timely, effective and consistent oral and written feedback to students to encourage them to reflect on and monitor their learning.
3.2.8	Use and maintain effective and efficient record-keeping systems to monitor students' learning progress.
3.2.9	Report effectively to students, parents and caregivers about student learning.
3.2.10	Use student assessment results to evaluate teaching and learning programs and inform further planning.

ELEMENT 4

TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS

	Standard
4.2.1	Explain goals, content, concepts and ideas clearly and accurately to students.
4.2.2	Use questions and classroom discussion effectively to probe students' understanding of the content.
4.2.3	Respond to student discussion to promote learning and encourage other students to contribute.
4.2.4	Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful.
4.2.5	Create, select and use a variety of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to students.

ELEMENT 5

TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS THROUGH THE USE OF CLASSROOM MANAGEMENT SKILLS

	Standard
5.2.1	Maintain consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another.
5.2.2	Ensure equitable student participation in classroom activities by establishing safe and supportive learning environments.
5.2.3	Implement strategies to establish a positive environment supporting student effort and learning.
5.2.4	Establish orderly and workable learning routines that ensure substantial student time on learning tasks.
5.2.5	Manage student behaviour through engaging students in purposeful and worthwhile learning activities.
5.2.6	Handle classroom discipline problems quickly, fairly and respectfully.
5.2.7	Apply specific requirements to ensure student safety in classrooms.

ELEMENT 6

TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE

	Standard
6.2.1	Reflect critically on teaching and learning practice to enhance student learning outcomes.
6.2.2	Use the professional standards to identify personal professional development needs and plan accordingly.
6.2.3	Engage in professional development to extend and refine teaching and learning practices.
6.2.4	Work productively and openly with colleagues in reviewing teaching strategies and refining professional knowledge and practice.
6.2.5	Accept and offer constructive feedback to support a professional learning community.
6.2.6	Participate constructively in formal and informal professional discussions with colleagues.
6.2.7	Demonstrate a commitment to continuous professional learning by exploring educational ideas, issues and research.
6.2.8	Demonstrate knowledge of the application of relevant policy documents in schools.

ELEMENT 7

TEACHERS ARE ACTIVELY ENGAGED MEMBERS OF THEIR PROFESSION AND THE WIDER COMMUNITY

	Standard
7.2.1	Communicate regularly and effectively with parents and caregivers, and other colleagues about students' learning and wellbeing.
7.2.2	Demonstrate empathy and understanding in all communication including reporting student achievement to parents and caregivers.
7.2.3	Provide opportunities for parents and caregivers to be involved in the teaching program where appropriate.
7.2.4	Interact and network with colleagues and community stakeholders in educational forums.
7.2.5	Demonstrate ethical behaviour by respecting the privacy of students and confidentiality of student information.
7.2.6	Present a professional image in all communication and interactions with parents, caregivers, colleagues, industry and the local community.