

**POLICY FOR THE MAINTENANCE OF ACCREDITATION AT PROFESSIONAL
COMPETENCE**

CONTENTS

1. Purpose	1
2. The Institute of Teachers Act 2004	1
3. Maintenance of Accreditation at Professional Competence	1
3.1 <i>Continuing Professional Development Requirements</i>	2
3.2 <i>Payment of Fees</i>	3
4. Policy Objectives	3
5. The Process for the Maintenance of Accreditation at Professional Competence	3
5.1 <i>Role of the Institute of Teachers</i>	3
5.2 <i>Role of the Accredited Teacher in Maintaining Accreditation at Professional Competence</i>	4
5.3 <i>Role of Teacher Accreditation Authorities</i>	4
5.4 <i>Making the Maintenance of Accreditation Decision</i>	5
5.5 <i>Notification of a decision</i>	5
5.6 <i>Review Process</i>	5
5.7 <i>Maintaining Accreditation across Teacher Accreditation Authorities and Schools</i>	6
6. Maintenance of Accreditation at Professional Competence of Casual, Temporary and Part-Time Teachers	6
7. Accredited teachers employed in non-school based positions such as school education consultants, advisors, teacher educators and TAFE teachers	7
7.1 <i>Organising the return to the classroom</i>	7
8. Mutual Recognition Arrangements	8
9. Leave of Absence from Maintenance of Accreditation at Professional Competence	8
9.1 <i>Grounds for Leave of Absence</i>	8
9.2 <i>Applying for Leave of Absence</i>	8
9.3 <i>Extent of Absence</i>	8
9.4 <i>Implications for Accreditation at Professional Competence</i>	9
9.5 <i>Declaration</i>	9
9.6 <i>Returning to Teaching</i>	9
10. Flowchart of the Process for the Maintenance of Accreditation at Professional Competence	10
TAB A	11
MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE REPORT	11
TAB B	17
Application for Leave of Absence – Maintenance of Accreditation at Professional Competence	17
TAB C	18
Application for Recognition of Teaching Practice and Professional Development for the Maintenance of Accreditation	18
TAB D	19
ACCREDITED TEACHERS EMPLOYED IN NON SCHOOL-BASED POSITIONS	19

1. Purpose

This policy describes professional responsibilities associated with the maintenance of accreditation at Professional Competence against the NSW Professional Teaching Standards.

The *Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence* is related to this policy.

The policy is underpinned by an appreciation of the professional responsibility of each accredited teacher to maintain and develop his or her practice.

It is inherent in all professional practice and in the Standards at Professional Competence that all accredited teachers are active in the pursuit of knowledge and improved performance on an on-going basis.

The policy allows individual teachers to articulate and describe their professional commitment and development and the relationship of these to their practice following their successful accreditation.

The policy does not describe processes or mechanisms for a cyclical assessment of teachers against the Professional Teaching Standards. The responsibility to maintain professional practice is on-going. Just as teachers are responsible for their continuing and on-going commitment to their practice so are teacher accreditation authorities responsible for ensuring that any concerns relating to teachers' professional practice are addressed in an on-going manner.

This policy summarises and documents these on-going professional activities and issues.

2. The Institute of Teachers Act 2004

The Institute has legislated responsibility to advise the Minister on the maintenance of accreditation.

The *Maintenance of Accreditation at Professional Competence Policy* gives effect to the relevant provisions in the *Institute of Teachers Act 2004*. The policy supports the implementation of the Framework of Professional Teaching Standards as approved by the Minister. It is designed to support teacher accreditation authorities and teachers to maintain accreditation against the Professional Teaching Standards at the key stage of Professional Competence.

3. Maintenance of Accreditation at Professional Competence

Meeting and maintaining the accreditation requirements of the Professional Teaching Standards involves teachers continually developing their knowledge and practice.

Teachers are required to maintain accreditation by:

- demonstrating ongoing competent teaching practice
- undertaking ongoing professional development as required by the *Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence*.

Paying the annual accreditation fee is also mandatory under the Act.

Accreditation at Professional Competence signals that a teacher has reached a key stage of their professional life. Following this accreditation, teachers are expected to demonstrate more professional autonomy in relation to their knowledge, practice and commitment.

3.1 Continuing Professional Development Requirements

The *Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence* outlines the continuing professional development requirements.

To maintain accreditation at Professional Competence teachers are required to participate in a minimum of 100 hours of continuing professional development completed over a five year period. This continuing professional development comprises:

- a minimum of 50 hours of participation in Institute Registered courses or programs over the five-year period.

Teachers are required to complete online evaluations for each Institute Registered course and program that they complete. Once matched to the provider's participation data, the Institute's database will record that the teacher has completed the course.

- a minimum of 50 hours of participation in Teacher Identified professional development over the five-year period. The detail of this type of professional development is described in the *Draft Teacher Identified Continuing Professional Development Policy*.

Teachers can record their Teacher Identified continuing professional development online. Their participation and completion must be acknowledged online by the teacher accreditation authority or their delegate¹ as contributing to their Teacher Identified continuing professional development.

Further, over eachT:\NSW Institute of Teachers\11 Accreditation - PC\11-03 Maintenance of Accreditation - PC\Policy five-year period, the continuing professional development must address:

- each standard contained in Element Six (*Teachers continually improve their professional knowledge and practice*); and
- each of the remaining elements in the *Professional Teaching Standards* (need to address a minimum of one standard in each).

Teachers Undertaking Postgraduate Study

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

¹ TAAs should notify the Institute of Teachers with regards to identifying delegates.

3.2 Payment of Fees

The *Institute of Teachers Act 2004* requires that the annual fee is paid as a condition of a teacher's accreditation.

4. Policy Objectives

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

- maintain a high quality of teaching in New South Wales
- assist teachers to maintain their accreditation at the level of Professional Competence against the Professional Teaching Standards
- assist teachers to complete the mandatory professional development as outlined in the *Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence*
- support teachers' autonomy in shaping professional experiences that support their maintenance of the Professional Teaching Standards
- support the knowledge, skills and capabilities of teachers by providing appropriate recognition of their maintenance of accreditation.

5. The Process for the Maintenance of Accreditation at Professional Competence

The process for the maintenance of accreditation at Professional Competence involves the Institute of Teachers, the teacher and the teacher accreditation authority. The role of each participant is outlined in Sections 5.1 – 5.7.

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. This includes the process for the maintenance of accreditation at Professional Competence.

The Institute advises and assists teacher accreditation authorities to accredit teachers at Professional Competence as well as monitoring their ongoing maintenance of accreditation. The Institute monitors the application of the accreditation process across schools and teacher accreditation authorities to support the consistent and fair application of the Professional Teaching Standards for each teacher.

The Institute will provide an annual update for teachers regarding their continuing professional development progress.

At the end of each five year period, the teacher's online Professional Development Log will verify the required participation in continuing professional development.

Once the teacher accreditation authority submits the maintenance of accreditation decision, the Institute database will record that the teacher has maintained their accreditation at Professional Competence.

The Institute will also send alerts to teacher accreditation authorities warning them of teachers who are at risk of not fulfilling their professional development requirements. These alerts will go out to TAAs and schools from the third year of the accredited teacher's maintenance period. The purpose of the alerts will be for information only; the Institute will follow up with the individual teacher about their professional development requirements.

The Institute will be able to monitor the maintenance of accreditation decisions across teacher accreditation authorities through the Institute's database.

5.2 Role of the Accredited Teacher in Maintaining Accreditation at Professional Competence

Teachers accredited at Professional Competence have demonstrated successful teaching practice. These teachers are now required to maintain their accreditation at Professional Competence by ongoing self evaluation against the Standards and by completing the continuing professional development requirements.

The teacher will monitor his or her maintenance against the standards across each five year period. Progress against the Standards will be recorded through the *Teacher Maintenance of Accreditation at Professional Competence Report* and their *Continuing Professional Development Log*. This is an ongoing professional process.

The teacher will prepare the *Teacher Maintenance of Accreditation at Professional Competence Report* based on his or her knowledge, practice and commitment before the end of the five year period. The report will allow the teacher to evaluate his or her capacity to maintain their accreditation against the elements of the Professional Teaching Standards.

Teachers should use the language of the Standards and the Evidence Guide to describe their ongoing competence. This language should provide the basis for their description.

The report is written against the elements of the Professional Teaching Standards and is available as a proforma. The report proforma is attached at **TAB A**. The report is available on the Institute's website at www.nswteachers.nsw.edu.au.

The report is to be submitted to the teacher accreditation authority or delegate for verification.

When the teacher accreditation authority or delegate has made the decision, the teacher and the teacher accreditation authority sign the report.

5.3 Role of Teacher Accreditation Authorities

The teacher accreditation authority is authorised to determine if a teacher meets the requirements for maintenance of accreditation at Professional Competence.

Where appropriate, the teacher accreditation authority or delegate should discuss the teacher's progress in partnership with the teacher. Recognising that this is a formative process, such discussions should be collegial and should serve to assist teachers to:

- maintain the Standards at Professional Competence and

- meet the Institute's continuing professional development requirements.

The feedback should involve the recognition of progress made and any factors beyond the teacher's control which may have affected that progress.

The teacher accreditation authority checks that the teacher has met the continuing professional development requirements. On the basis of the *Teacher Maintenance of Accreditation Report* and the completion of the continuing professional development requirements, the teacher accreditation authority makes the decision.

The report proforma is attached at **TAB A**.

The teacher accreditation authority approves and signs the *Maintenance of Accreditation at Professional Competence Report*. The teacher countersigns the report.

The report is kept by the teacher accreditation authority and a copy is given to the teacher.

The teacher accreditation authority electronically validates that the teacher has maintained his or her accreditation at Professional Competence on the Institute's online database.

Teacher accreditation authorities cannot validate reports they recognise as an untrue reflection of a teacher's performance against the Standards.

In cases where the teacher accreditation authority decides that accreditation has not been maintained, the teacher accreditation authority should revoke the accreditation of the teacher.

5.4 Making the Maintenance of Accreditation Decision

A teacher accreditation authority makes the decision when assured that a teacher has maintained accreditation at Professional Competence across the seven elements.

5.5 Notification of a decision

All accreditation decisions including a decision to revoke accreditation at Professional Competence are to be provided to the Institute within 21 days from the date when the decision is made by the teacher accreditation authority. A separate *Revocation of Accreditation at Professional Competence Policy* is being developed.

5.6 Review Process

Each teacher accreditation authority has a documented internal review process.² It is the responsibility of the teacher accreditation authority to provide teachers with a copy of its internal review process.

An internal review process can be implemented should there be a dispute in cases where a TAA decides to revoke the accreditation of a teacher on the basis that he or she has not maintained his or her accreditation.

²If a school is part of a system such as the Department of Education and Training or a Catholic Education Office, then the teacher may need to refer to systemic policies and procedures for advice on Internal Reviews.

The review procedure should determine whether the teacher has undergone a fair process including the type of feedback provided by the teacher accreditation authority or their delegate.

It should be noted that the *Institute of Teachers Act 2004* specifies that the ultimate avenue of appeal is the Administrative Decisions Tribunal. Following an inability to find resolution through the internal review process, the teacher can seek a final review of the decision by the Administrative Decisions Tribunal.

At the time when the teacher has not been recommended for maintenance of accreditation, he or she must be informed of his or her right to request a review of the decision by the Administrative Decisions Tribunal.

5.7 Maintaining Accreditation across Teacher Accreditation Authorities and Schools

It is the responsibility of the teacher to write his or her *Maintenance of Accreditation at Professional Competence Report*. Where the teacher moves across teacher accreditation authorities during the five year maintenance period, it is the responsibility of the new teacher accreditation authority to sign the *Maintenance of Accreditation at Professional Competence Report*. Prior to seeking the signature of the new teacher accreditation authority, teachers who move across teacher accreditation authorities need to teach in the new system for a period long enough for them to demonstrate ongoing competence across a range of standards. Where practical, the new teacher accreditation authority can contact the previous teacher accreditation authority or authorities to discuss aspects of the report provided by the teacher.

6. Maintenance of Accreditation at Professional Competence of Casual, Temporary and Part-Time Teachers

Casual, temporary or part-time teachers accredited at Professional Competence are to maintain their accreditation using the same criteria and processes as full-time teachers who are maintaining their accreditation.

The period for a casual, temporary or part-time teacher to meet the maintenance of accreditation requirements is seven years.

The teacher can apply to the Institute for an extension of time in cases of hardship. In such cases the teacher will write to the Manager, Standards and Accreditation to seek the extension of time.

Casual, temporary and part-time teachers will prepare a *Maintenance of Accreditation at Professional Competence Report*.

The final decision will be made by one teacher accreditation authority in consultation with the teacher. Where practical, this decision may reflect discussions with other teacher accreditation authorities or schools where the teacher has worked.

7. Accredited teachers employed in non-school based positions such as school education consultants, advisors, teacher educators and TAFE teachers

Teachers who are accredited at Professional Competence and are subsequently employed as school education consultants, advisors, teacher educators or TAFE teachers³ for five years or more after 1 January 2005 can take the following two options:

1. maintain their accreditation under the auspices of a TAA, or
2. take Leave of Absence from accreditation.⁴

Teachers who take the first option will generally be those teachers who are employed as school education consultants/advisors by teacher accreditation authorities. These teachers will need to complete the continuing professional development requirements and demonstrate their ongoing competent teaching practice. The teacher accreditation authority who employs them (in their consultancy role) can attest to their continuing competence. Individuals can incorporate activities undertaken as a school education consultant⁵ or as a teacher educator⁶ to meet the requirements.

In cases where the consultant/advisor has not been able to demonstrate ongoing competence across some standards, they may need to return to teaching for a period long enough to demonstrate competence. Section 7.1 describes this requirement in more detail.

Teachers who take Leave of Absence should apply on the basis that they are employed in another occupation. The Leave of Absence provisions are described in Section 9 of this policy.

The *Maintenance of Accreditation at Professional Competence Report* at **TAB A** will need to be completed by the teacher.

7.1 Organising the return to the classroom

The return to the classroom experience should be organised in a flexible way, respectful of the accredited teacher's and employer's requirements. A range of employment scenarios can be used to meet this requirement, the teaching does not need to be in a defined block.

Those teachers who are employed by school systems to undertake consultancy positions are encouraged to discuss this requirement with their employers. It is anticipated that employers will welcome the opportunity to provide some classroom experience for their non-teaching staff.

³ Only those teachers who are teaching courses endorsed by the Board of Studies.

⁴ A diagram outlining these options is attached at TAB D.

⁵ Only those consultants that have worked in a position with respect to one or more of the following: development and/or implementation of the NSW Board of Studies curriculum, including assessment and reporting; student learning and well-being; teaching and learning in schools; teacher professional learning and support.

⁶ Only those teacher educators who are employed to deliver an Institute endorsed teacher education qualification.

Those teachers who undertake consultancy positions from non-systemic schools should attempt to negotiate this requirement separately with a teacher accreditation authority. In cases, where meeting this requirement is proving difficult, teachers should contact the Institute. In particular, this may affect teachers working as teacher educators in universities.

8. Mutual Recognition Arrangements

The Institute is currently negotiating mutual recognition arrangements with individual state and territory registration authorities. An agreement between the Victorian Institute of Teaching and the NSW Institute of Teachers has been approved. For all other agreements, check the Institute website.

9. Leave of Absence from Maintenance of Accreditation at Professional Competence

9.1 Grounds for Leave of Absence

Teachers who have been accredited at Professional Competence may apply for leave of absence from maintenance of accreditation.

Leave of Absence may be granted where a teacher is unable to teach owing to, for example:

- a. family responsibilities (e.g. maternity leave, child rearing and carers responsibilities)
- b. illness or misadventure
- c. travelling
- d. teaching overseas
- e. teaching interstate
- f. being on study leave
- g. employment in another occupation.

9.2 Applying for Leave of Absence

Accredited teachers may apply in writing to the Institute for leave of absence from their accreditation. Documentation relating to the reason for leave may be required. The application for leave of absence is attached at **TAB B**.

9.3 Extent of Absence

Where a person has not been employed to teach for a period of five years or more, the *Institute of Teachers Act 2004* requires that the teacher be provisionally or conditionally accredited and that he or she participates in an accreditation process at the level of Professional Competence, upon returning to teaching.

Leave of absence will be granted for periods away from teaching of six months to five years.

Lengthier periods of absence will require the teacher accreditation authority to support the teacher in the maintenance of their professional knowledge and practice at Professional Competence.

9.4 Implications for Accreditation at Professional Competence

Teachers are to continue the full maintenance of accreditation requirements upon returning to teaching. The maintenance period re-commences at the point of returning to teaching.

Teachers can complete their maintenance of accreditation requirements in the amount of time that was remaining when the leave of absence commenced. For example, where a teacher has completed three years of their maintenance requirements and has taken leave of absence for one year, they will need to complete the remaining two years of the maintenance period upon returning to teaching.

In circumstances where teachers have undertaken their teaching experience and or continuing professional development outside of NSW, during the period of approved leave of absence, applications may be made to the Institute to have the professional development and teaching practice recognised.

The application for Recognition of Teaching Practice and Professional Development outside of NSW is attached at **TAB C**.

Approvals will be based on the capacity of the professional development to address the Professional Teaching Standards.

If the Institute approves the application, the professional development hours may be recognised across both Institute Registered and Teacher Identified continuing professional development.

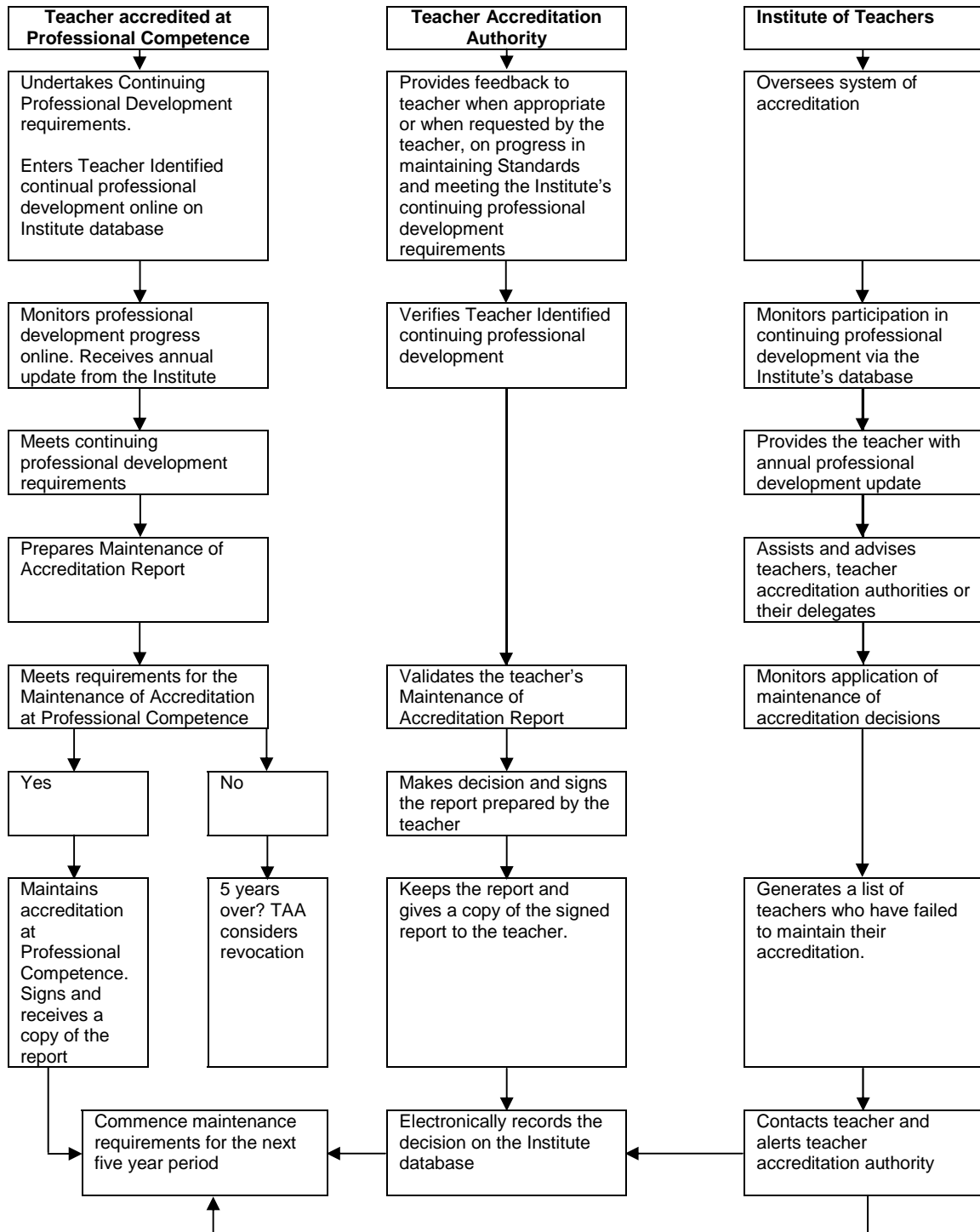
9.5 Declaration

The application for leave of absence is to include a declaration by the teacher that they will not teach in a NSW school while on leave of absence.

9.6 Returning to Teaching

Teachers returning to employment as a teacher prior to, and at the end of the period of leave of absence are to notify the Institute in writing to have their accreditation records adjusted.

10. Flowchart of the Process for the Maintenance of Accreditation at Professional Competence



The process for maintenance of accreditation at Professional Competence will recommence when each five year period is completed.

**MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE REPORT**

Teacher's Full Name: _____ Date of Birth: _____

Teacher's Accreditation Number: _____ Casual Permanent F/T or P/T Temporary F/T or P/T

Name of School: _____ Suburb/Town: _____

Subject(s)/stage taught: _____ PRIMARY/SECONDARY

Home Address: _____

Email: _____ Telephone: _____ Mobile: _____

Five Year Period (Years): _____

Section 1, the report, is to be completed by the teacher. The teacher comments on his or her ongoing practice and knowledge to provide evidence of competence against each element of the Standards. The teacher should use the language of the Standards and the Evidence Guide to describe his or her ongoing competence.

The teacher's continuing professional development record is a separate log maintained through the Institute's online database. Teachers may comment on the application of their learning in this report.

The Teacher Accreditation Authority signs either section 2 or section 3.

The teacher signs section 4.

**SECTION 1 – MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE –
TEACHER’S REPORT**

MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

ELEMENT 1

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

Comment

MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

ELEMENT 2

TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

Comment

MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

ELEMENT 3
TEACHERS PLAN, ASSESS AND REPORT FOR EFFECTIVE LEARNING

Comment

MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

ELEMENT 4
TEACHERS COMMUNICATE EFFECTIVELY WITH THEIR STUDENTS

Comment

MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

ELEMENT 5

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

Comment

MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

ELEMENT 6

TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE

Comment

MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

ELEMENT 7

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

Comment

Maintenance of Accreditation Decision – Section 2 and Section 3

The teacher accreditation authority must complete and sign either Section 2 or Section 3.

SECTION 2 – MEETS THE REQUIREMENTS FOR MAINTENANCE OF ACCREDITATION

As the teacher accreditation authority, I attest that the Maintenance of Accreditation Report of

_____ *(insert name of teacher)*

is a true and an accurate account of the teacher's work.

I determine that _____

_____ *(insert name of teacher)*

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

Teacher accreditation authority's name: _____

Signature: _____

_____ *(please print)*

Date: _____

Teacher Accreditation Authority retains the report and the teacher is to be given a copy.

Teacher Accreditation Authority validates that teacher has maintained their accreditation on the Institute's database.

SECTION 3 – DOES NOT MEET THE REQUIREMENTS FOR MAINTENANCE OF ACCREDITATION

As the teacher accreditation authority, I attest that the Maintenance of Accreditation Report of	
_____ <i>(insert name of teacher)</i>	
is a true and an accurate account of the teacher's work.	
I determine that	
_____ <i>(insert name of teacher)</i>	
Does not meet the Institute of Teacher's requirements for maintenance of accreditation at Professional Competence.	
Teacher Accreditation Authority's name: _____	Signature: _____
_____ <i>(please print)</i>	
Date: _____	

Teacher accreditation authority retains the report and the teacher is to be given a copy. A copy of the report is forwarded to the Institute of Teachers

SECTION 4 – THE TEACHER'S SIGNATURE

The teacher must sign Section 4.

I _____ attest that the Maintenance of Accreditation at Professional	
_____ <i>(insert name of teacher)</i>	
Competence Report is an accurate account of my work.	
Teacher's name: _____	Signature: _____
_____ <i>(please print)</i>	
Date: _____	

Application for Leave of Absence – Maintenance of Accreditation at Professional Competence

Teacher’s Name: _____

Teacher’s Accreditation Number: _____

Teacher Accreditation Authority: _____

I _____ require a leave of absence from maintaining my
(insert name of teacher)
 accreditation at Professional Competence requirements. The period for which I request leave of absence is from
 _____ to _____.
 (please insert date: day/month/year) (please insert date: day/month/year)

I am seeking Leave of Absence on the following grounds: (please cross box)	
<input type="checkbox"/>	a. family responsibilities (e.g. maternity leave, child rearing and carers)
<input type="checkbox"/>	b. illness or misadventure
<input type="checkbox"/>	c. travelling
<input type="checkbox"/>	d. teaching overseas
<input type="checkbox"/>	e. teaching interstate
<input type="checkbox"/>	f. study leave
<input type="checkbox"/>	g. employed in another occupation.
<input type="checkbox"/>	h. other (please state)

Please attach documentary evidence.

**During my leave of absence period I will not be teaching in a New South Wales school.
 I understand that when I return to teaching in New South Wales I must notify the Institute of Teachers in writing to have my maintenance of accreditation period activated.**

Name: _____ Signature: _____
(please print)

Date: _____

Application for Recognition of Teaching Practice and Professional Development for the Maintenance of Accreditation

Teacher's Name: _____

Teacher's Accreditation Number: _____

Teacher Accreditation Authority: _____

<p>I _____ seek recognition of the teaching practice and the <i>(insert name of teacher)</i> professional development that I have undertaken during my leave of absence for the purpose of maintaining my accreditation at Professional Competence.</p>				
<p>I am seeking recognition of: (please cross box)</p>				
<p>a. teaching practice</p>				
<p>b. continuing professional development</p>				
<p>c. both teaching practice and continuing professional development</p>				
<p>List the activities you wish to have recognised and indicate whether they are (a) teaching practice;</p>				
<p>(b) continuing professional development; (c) both teaching practice and continuing professional development</p>				
(a);(b);(c)	Date or period	Duration (hours)	Activities	Standards covered by activity
<p>Please attach documentary evidence. Copies of this evidence should be certified.</p>				
<p>Name: _____ Signature: _____ <i>(please print)</i></p>				
<p>Date: _____</p>				

Please send to (mail) NSW Institute of Teachers, GPO Box 3890 SYDNEY NSW 2001 or fax 02 9246 6313 or scanned copies to (email) contactus@nswteachers.nsw.edu.au

ACCREDITED TEACHERS EMPLOYED IN NON SCHOOL-BASED POSITIONS

