

NSW *Institute of Teachers*

Accreditation at Professional Leadership

Information for Candidates

NSW INSTITUTE OF TEACHERS



Accreditation at Professional Leadership

Information For Candidates

INTRODUCTION

This information package is designed to provide information and support to candidates who are seeking to be accredited at Professional Leadership. Accreditation at this level is voluntary.

This information package should be read in conjunction with the following NSW Institute of Teachers documents:

- *Policy and Procedures for the Accreditation of Teachers at Professional Accomplishment and Professional Leadership*
- *Evidence Guide for Professional Leadership*
- *Evidence Guide for Professional Leadership – Support Document.*

The accreditation model for the higher levels is based on the use of externally moderated professional judgements and multiple sources of evidence. Candidates have the capacity in this model to demonstrate achievement of all the Professional Teaching Standards at Professional Leadership over time.

The accreditation process for the higher levels must identify candidates who are recognised as meeting the Standards for Professional Leadership by the teaching profession. Accreditation identifies outstanding educational leadership that is independent of a specific school context.

Candidates can apply for either Professional Accomplishment or Professional Leadership. There is no requirement for a candidate to meet a specific key stage before proceeding to the next key stage.

There is a recommended maximum three year timeframe for the completion of a candidate's submission. Provision will be made to accommodate periods of leave (eg maternity leave) and other circumstances.

A fee applies to the accreditation process. Details of this fee can be found on the Institute's website.

THE CANDIDATE AT PROFESSIONAL LEADERSHIP

The Standards at Professional Leadership build on those at the levels of Professional Competence and Professional Accomplishment and describe a benchmark of professional practice that influences the educational community. Candidates demonstrating the Standards at Professional Leadership are viewed by others as having a record of outstanding teaching and are committed to enhancing the quality of teaching and learning. These candidates can articulate a vision of education to their students, peers, the profession and the wider community.

Candidates at Professional Leadership are knowledgeable about the latest developments in pedagogy and can apply those developments to improve teaching and learning. They have outstanding interpersonal and leadership skills which are underpinned by principles of fairness, compassion and integrity.

These candidates 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 professional learning and assist and support the professional learning needs of others including induction programs for beginning teachers. They communicate effectively with the community to support the development of the school and to promote student learning.


THE ACCREDITATION MODEL

The accreditation model comprises two distinct phases: the Preliminary Application Phase and the Accreditation Phase.

Preliminary Application Phase

This phase is designed to provide you with an opportunity to have your achievements assessed in broad terms. You will gain an indication of your likely success in meeting the accreditation requirements if you decide to proceed through the full accreditation process.

You can begin by completing an online assessment instrument that is available on the Institute's website. You will provide information in terms of the evidence requirements for Professional Leadership.



Your application will be assessed against the Professional Teaching Standards as either 'ready to proceed' or 'not yet ready to proceed' by practising teachers engaged by the Institute.

If you are assessed as 'ready to proceed' you will be provided with information on how to proceed to the next phase. If you are assessed as 'not yet ready to proceed' you will be provided with feedback as to the additional experience, achievements or professional development that would increase your likely success in gaining accreditation if you decide to reapply at a later time.

It is possible for you to proceed without undertaking a preliminary application or if you have received a 'not yet ready to proceed' assessment. However, this is not advisable.

Accreditation phase

During this phase you will undergo an external moderation process leading to the submission of your final application with supporting evidence. Evidence from a variety of sources is used to make the accreditation decision. Essentially, the evidence will come from documentary evidence, referee evidence and observations.

This phase comprises several stages.

i. Commencing Accreditation

Once you decide to proceed with this phase you should discuss your intention with your principal or line manager. He or she will notify the Institute that they have been advised that you are proceeding with your accreditation submission. This has the effect of acknowledging the potential impact on the school organisation of your accreditation process.

You will commence your application by logging on to the Institute's Electronic Teacher Accreditation Management System (eTAMS). This will generate a profile for you and establish the commencement date for the process. This profile is where you enter evidence, and later change and add to your submission.

ii. Collecting Evidence

The process for accreditation at Professional Leadership is based on external moderation and the use of multiple sources of evidence. Your evidence will comprise documentary evidence, reports from referees and copies of reports from the external observer(s). You will also need to provide a detailed description of your current and past teaching contexts which is taken into account when your submission is considered. In order to support you in compiling your evidence, the *Evidence Guide for Professional Leadership* and the *Evidence Guide for Professional Leadership – Support Materials* provide examples of evidence that would be readily available or observable.

Documentary evidence may include but is not limited to: excerpts from teaching and learning programs; planning documents; written communications, emails, newsletters and notes; student work samples; transcripts, testamurs and certificates; and evaluations, reports, papers and articles.

Referee evidence could be provided those who have been in a position to observe your practice and demonstration of the Standards at Professional Leadership.

Structured observations will be undertaken by external observers who are trained by the Institute. These observers will visit you on site and observe your practice. This provides an opportunity for independent review of your practice and substantiation of your claims for accreditation.

Evidence can be collected on a basis broader than individual Standards; that is, on an Element or Domain level of the Standards. This will allow you to gather evidence as appropriate to your circumstances. You may include evidence that precedes the date of your submission. All evidence will be considered on the basis of its continuing relevance to your practice.

You will need to annotate your evidence. This will ensure that your work can be interpreted and understood by someone external to your context. The annotations should demonstrate your achievement of the Standards and should make specific links between the documentation and the Standards. There will be a space provided on your online profile for your annotations.

The final accreditation decision will be based on your meeting all of the Professional Teaching Standards at Professional Leadership.

Accreditation at Professional Leadership Information For Candidates

iii. Selecting Referees

The appropriate selection of referees will help ensure that accreditation is an authentic process and experience.

The referees' evidence supports your claims for accreditation in respect to a range of particular Standards. The *Evidence Guide for Professional Leadership – Support Document* identifies the Standards for which referees' testimony is sought and describes some examples of the evidence that may be obtained.

You should select your referees on their capacity to understand the application of the Standards and their ability to provide credible judgement about your achievement of the Standards. Therefore you should have a working knowledge of the Standards and what they mean in order to guide your referees. In addition, referees should only provide evidence to Elements and Standards that reflect their expertise and level of involvement with your work.

At a minimum, you should select three referees. There is no maximum to the number of referees you can select. This selection of referees should reflect your ability to: report to someone (such as someone in a supervisory or line manager role); work in a collegial way; assist another's professional progress.

Referees may include but are not limited to people such as classroom teachers, executive staff, principals, education consultants or advisors, teacher educators, specialist or itinerant staff, members of the community and representatives of external organisations.

You are required to supply the Institute with the names and contact details of your referees and the Standards they will be covering.

iv. Planning External Observations

As the candidate you should manage the process and discuss the structure of the observation with the external observer prior to his or her visit. You will specify the Standards to be observed.

In most cases two days will be set aside for the observations. The first day will be designed around your plan and the second will be available for you and/or the external observer to use if you wish. You may request a different observer for the second day.

It is important that time is set aside during the day and after the observations for you and the external observer to discuss the day. This will give you an opportunity to explain and expand on what occurred during the observation. It is also a time for the external observer to provide you with feedback in the form of a collegial discussion.

ROLES AND RESPONSIBILITIES

The Candidate

As the candidate, you manage your accreditation process. The process should begin with your own reflection and analysis of your achievements. You are responsible for managing the entirety of your application, liaising with others involved in the accreditation process including the NSW Institute of Teachers and monitoring your progress in relation to the maximum timeframe for completion.


It is recommended that you gain the support of your principal or line manager and negotiate the timing of external observations, identify referees who will support your application and collect evidence of your demonstration of the Standards at Professional Leadership.

It is your responsibility to decide when to submit your final documentation.

Referees

Referees are people identified by you to provide supportive comments on your application and demonstration of the Standards at Professional Leadership for a specific range of Standards.

All referees are required to complete an online proforma where they provide evidence with respect to the referee evidence requirements in the *Evidence Guide for Professional Leadership – Support Document*.



Referees need to agree to the accuracy and validity of their evidence, to maintaining confidentiality and to being contacted if necessary by Institute staff to provide further clarification of their evidence.

Referees' reports are submitted to both you and your teacher accreditation authority (TAA).

Principal or Line Manager

At several points in the accreditation process you may discuss your decision and your progress with your principal or line manager and acknowledge that particular discussions have taken place.

External Observer

Observations will be undertaken by an external observer who is an experienced classroom teacher, external to your school. They are a crucial aspect of the accreditation model.

External observations provide an opportunity for independent review and moderation of your practice and substantiation of your claims for accreditation. External observers complete and submit a written report on their observations.

It is important to note that an external observer does not make a recommendation or decision. Rather, the report comprises part of the evidence which is used to make the final accreditation decision.

External observers will be trained by the Institute.

The timing of the observations will be negotiated by the Institute with the TAA/principal and you.

Teacher Accreditation Authority

The TAA for the stages of Professional Accomplishment and Professional Leadership may not necessarily be the same person/body as that for the stage of Professional Competence. The TAA has the responsibility for considering and making recommendations with regard to your final submission. They may wish to provide you with some feedback with regard to the quality of your submission prior to its completion.

The TAA is responsible for sending your application to the Institute. Prior to doing this, they may consider your application to ensure consistency with others they have received.

Your application is sent back with a recommendation to the TAA once it has been considered by a cross-sectoral committee, the Moderating and Consistency Committee. The TAA considers the committee's advice and makes the final accreditation decision. The TAA informs you, your Principal or Line Manager and the Institute of the decision. As the TAA has the authority to accredit the TAA can choose not to take the advice of the committee. If this is the case, then the TAA would need to respond to the committee in writing, outlining the reasons for the decision.

Teacher accreditation authorities need to develop an internal review process that can be implemented when a candidate is not recommended for accreditation.

ASSESSMENT OF FINAL SUBMISSION

Your submission will be considered by the Moderating and Consistency Committee, a cross-sectoral committee which comprises experts from various stakeholder groups. The role of this committee is to consider reports from all TAAs and support consistent accreditation decisions.

The accreditation advice that the committee provides will be based on the appropriateness and adequacy of your evidence in relation to the *Evidence Guide for Professional Leadership* and a comparative analysis of a range of reports. The committee will be required to take your teaching context into account in its deliberations.

Accreditation at Professional Leadership Information For Candidates

UNSUCCESSFUL APPLICATIONS

Where the committee's advice is not to accredit a candidate, feedback and constructive advice will be provided to the relevant TAA and the candidate.

A candidate who has been unsuccessful may appeal to the TAA who made the decision not to accredit.

APPEALS

Under the *Institute of Teachers Act 2004* the ultimate body for appeal of a decision not to accredit is the Administrative Decisions Tribunal (ADT). Before an individual appeals to the ADT they are required to ask the TAA concerned to review its decision. This is called an internal review. Requests for an internal review must be in writing and must be made within 28 days of being told of the TAA's decision.

A review process is available to a candidate following submission of an unsuccessful application. The bases for review will be:

- procedural fairness
- evidence of the candidate's capacity to meet the criteria
- any other relevant considerations.

POLICIES AND SUPPORT MATERIALS

Several documents developed by the Institute are designed to assist in the accreditation process. These are:

- *Policy and Procedures for Accreditation at Professional Accomplishment and Professional Leadership*
- *Evidence Guide for Professional Leadership*
- *Evidence Guide for Professional Leadership – Support Document*
- *Accreditation at Professional Accomplishment and Professional Leadership: Information for Principals and Teacher Accreditation Authorities*
- *Accreditation at Professional Accomplishment and Professional Leadership: Information for External Observers*
- *Accreditation at Professional Accomplishment and Professional Leadership: Information for Referees.*

Additional information can be found on the Institute's website:

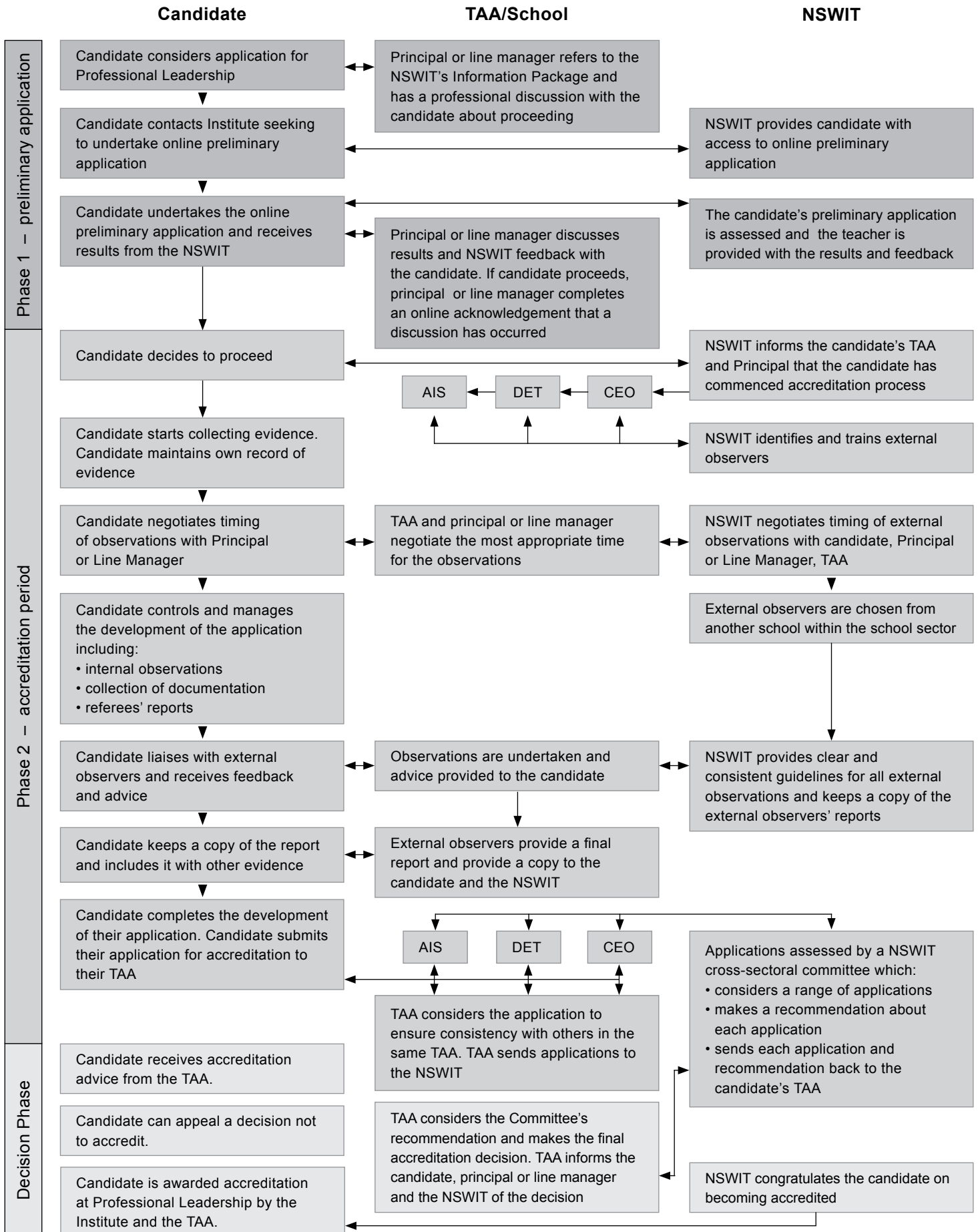
www.nswteachers.nsw.edu.au or by contacting Institute staff on 1300 739 338.

APPENDIX

Overview of the Accreditation Model – Flowchart (please see opposite)



Accreditation at Professional Leadership Information For Candidates





NSW Institute of Teachers

PO Box A976, Sydney South NSW 1235

Telephone: 1300 739 338 Fax: 02 9268 6313

Email: contactus@nswteachers.nsw.edu.au Web: www.nswteachers.nsw.edu.au

