

NSW INSTITUTE OF TEACHERS



**TEACHER IDENTIFIED CONTINUING PROFESSIONAL DEVELOPMENT POLICY**

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# Teacher Identified Continuing Professional Development Policy

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## 1. Purpose

This policy is based on the premise that on-going learning is an integral part of a teacher's professional life. It acknowledges that all accredited teachers need to be active in determining their professional learning needs. It describes the professional responsibilities associated with the identification of and participation in Teacher Identified continuing professional development.

The policy supports teachers in taking responsibility for their continuing professional development while allowing for genuine school based planning around teachers' professional learning needs in the context of school and system priorities.

The policy does not prescribe specific processes for selecting and verifying teacher participation in Teacher Identified continuing professional development. Rather, it recognises that there is a wide range of professional learning arrangements in schools, systems and sectors that need to be balanced against teachers' professional learning needs.

## 2. The Development of the Teacher Identified Continuing Professional Development Policy

This policy has its foundation in the *Institute of Teachers Act 2004* and the *Continuing Professional Development Policy: Supporting the Maintenance of Accreditation at Professional Competence*. It complements the *Policy for the Maintenance of Accreditation at Professional Competence*. The relevant points from these documents are set out below.

### 2.1 Institute of Teachers Act 2004

The NSW Institute of Teachers (the Institute) has legislated responsibility to advise on the conditions and criteria for maintaining accreditation, including the requirements in relation to professional development (*Institute of Teachers Act 2004*, Section 20).

### 2.2 Continuing Professional Development Policy: Supporting the Maintenance of Accreditation at Professional Competence

The *Continuing Professional Development Policy: Supporting the Maintenance of Accreditation at Professional Competence* gives effect to the relevant provisions in the *Institute of Teachers Act 2004*. The policy forms part of the Professional Teaching Standards as approved by the Minister. It is designed to support teacher accreditation authorities (TAAs) and teachers in the maintenance of accreditation against the Professional Teaching Standards.

The policy describes two categories of continuing professional development for the purpose of assisting teachers to maintain their accreditation at Professional Competence. These categories are:

*Institute Registered continuing professional development.*

This category comprises courses and programs that can only be delivered by Institute endorsed providers.

### *Teacher Identified continuing professional development.*

This category comprises non-registered continuing professional development. The activities may involve similar experiences to those in Institute Registered continuing professional development, but can also 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 activities in this category.

The policy requires that teachers accredited at Professional Competence participate in 50 hours of Institute Registered continuing professional development and 50 hours of Teacher Identified continuing professional development over a five-year period. Further, over the five-year period, a teacher's continuing professional development participation must have addressed:

- 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 (a minimum of one standard in each).

### *Teachers Undertaking Post Graduate Study*

Teachers undertaking post graduate 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 of study is directly relevant to the Standards or the area of teaching (or future area of teaching where a teacher is retraining).

For the purposes of this policy a teacher who is undertaking postgraduate studies must supply the NSW Institute of Teachers with evidence of enrolment and of re-enrolment on an annual basis.

Further information about post graduate study is provided in the glossary.

## **2.3 Policy for the Maintenance of Accreditation at Professional Competence**

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

Meeting and maintaining the accreditation requirements involves teachers continually developing their knowledge and practice.

Teachers are required to maintain their accreditation by:

- demonstrating ongoing competent teaching practice
- undertaking ongoing professional development

## **3. Teacher Identified Continuing Professional Development Policy Objectives**

The Teacher Identified Continuing Professional Development Policy seeks to achieve the following objectives:

- clarify the purpose and characteristics of Teacher Identified continuing professional development and the ways in which it can contribute to the maintenance of accreditation
- explain the respective roles and responsibilities of teachers and teacher accreditation authorities in identifying and confirming participation in Teacher Identified continuing professional development

- assist teachers to maintain their accreditation at Professional Competence through participation in Teacher Identified continuing professional development
- support teachers, teacher accreditation authorities and professional development providers to consider the capacity of Teacher Identified continuing professional development to support the Professional Teaching Standards
- assist teachers to direct their own professional learning through their participation in continuing professional development.

#### **4. Roles in the Process of Teacher Identified Continuing Professional Development**

Participation in Teacher Identified continuing professional development contributes towards the continuing professional development requirement for the maintenance of accreditation at Professional Competence. The process involves the NSW Institute of Teachers, the teacher and the teacher accreditation authority (or delegate)<sup>1</sup>.

##### **4.1 The Role of the NSW Institute of Teachers**

The *NSW Institute of Teachers Act 2004* provides for the conditions and criteria for teachers' continuing accreditation at Professional Competence, including requirements in relation to professional development.

The Institute has developed the *Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at Professional Competence*. This policy is designed to support the delivery of high quality focussed professional development to teachers.

The Institute will maintain an online data base where teachers can search for and evaluate registered courses and where they can record their participation in Teacher Identified continuing professional development.

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.

The Institute will also send a notice to Teacher Accreditation Authorities alerting them of teachers who are failing to maintain their professional development requirements. This notice will go out to TAAs in the third year of the accredited teacher's maintenance period. The purpose of the alert will be for information only. The Institute will follow up with the individual teacher about their professional development requirements.

##### **4.2 The Role of the Teacher**

Teachers who are accredited at Professional Competence need to complete a minimum of 100 hours of professional development over a period of five years. The professional development must comprise 50 hours of Institute Registered and 50 hours of Teacher Identified continuing professional development. There will be times when teachers may include courses and programs that have been registered with the Institute as contributing to their participation in Teacher Identified continuing professional development.

Teachers need to ensure that the professional development they have selected over the five-year period addresses all the standards in Element 6 and a range of standards across all the other elements.

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<sup>1</sup> TAAs should notify the NSW Institute of Teachers with regards to identifying delegates

Teachers themselves will make the connection between the content of Teacher Identified continuing professional development and the Professional Teaching Standards. This connection should also articulate the way in which their participation in the activity has contributed to their on-going development across the Standards.

Teachers will record and track their hours of participation in Teacher Identified continuing professional development on the online participation log. Their participation and completion must be acknowledged online by the Teacher Accreditation Authority as contributing to their Teacher Identified continuing professional development.

### **4.3 The Role of the Teacher Accreditation Authority**

The Teacher Accreditation Authority (TAA) recognises and supports a teacher's professional learning responsibility and autonomy by confirming their selection of and participation in Teacher Identified continuing professional development.

Please note: The process for validating a teacher's participation in Teacher Identified continuing professional development should complement the existing processes that a school or system has in place for the ongoing support it provides for teachers with regard to their professional development needs and progress. The frequency with which this happens is a matter for each school or system but, at a minimum, it should happen annually (see Attachment B).

## **5. Teacher Identified Continuing Professional Development**

Teacher Identified continuing professional development acknowledges that teachers are responsible for planning their own continuing professional development and for seeking out opportunities that address their own professional learning needs. It can assist in genuine school-based planning around teachers' professional learning needs within the context of school objectives. It is designed to give teachers, schools and providers flexibility.

Teacher Identified continuing professional development will be flexible, represent variety of delivery modes and may not necessarily be school or system identified.

Teacher Identified continuing professional development can only be recognised as such when it is evident that the activity has made a direct contribution to a teacher's understanding and application of the Standards. This differentiates Teacher Identified continuing professional development from the development that occurs through professional practice and reflection. This type of development is often incidental to professional obligations such as lesson preparation.

Courses and programs that have been registered with the Institute are not excluded from contributing to a teacher's participation in Teacher Identified continuing professional development. However, Teacher Identified continuing professional development cannot contribute to a teacher's participation in Institute Registered continuing professional development.

### **5.1 The Characteristics of Teacher Identified Continuing Professional Development**

Teacher Identified continuing professional development should support the achievement of the Professional Teaching Standards.

Teacher Identified continuing professional development is acknowledged as an opportunity for teachers as professionals to plan their individual professional learning. While teachers' individual professional learning plans may be developed in the context of school and system professional learning priorities, Teacher Identified

continuing professional development acknowledges that each teacher has a responsibility to plan their own professional development.

While there is considerable choice within the range of activities that can be represented in Teacher Identified continuing professional development, teachers should be able to articulate the ways in which the activity contributed to their development in relation to the Professional Teaching Standards.

Teacher Identified continuing professional development could be characterised by activities that:

- have a purpose or goal of professional learning in the context of the Standards
- involve substantive input
- are concentrated, sustained and focused; intentional and deliberate
- extend, and can be demonstrated to extend, a teacher's professional learning and capacity in relation to the Standards
- link to a teacher's own professional learning plan
- contribute to growth of expertise and improved practice, with the goal of improving student learning outcomes
- demonstrate a focus on teacher growth, extending professional knowledge and commitment.
- access sources of new information about teachers' work

Teacher Identified continuing professional development differs from professional obligations generally by its focus on goal setting against the Standards and on analysis of the individual teacher's own professional practice.

## **5.2 Differentiating Teacher Identified Continuing Professional Development From Institute Registered Continuing Professional Development**

Institute Registered courses and programs are generally specifically designed to address the Standards. Teacher Identified professional development may comprise professional development activities that have not been designed or based specifically on the Professional Teaching Standards, but do support a teacher's capacity to maintain their knowledge, skills and understandings against the Standards.

Teacher Identified professional development is only recognised as such where it is clear that the activity has made a direct contribution to a teacher's understanding, expertise and capacity to meet the Standards. It is recognised that this may occur in learning activities and contexts that are not specifically designed around this purpose.

For this reason Teacher Identified continuing professional development may include a wider variety of activities than Institute Registered professional development. In most cases, registered provision will comprise structured courses or programs. Teacher Identified continuing professional development, while also being formal professional development, may include a wider variety of forms, allowing teachers to explore aspects of the Standards in a variety of formal learning contexts and activities.

### **5.3 Addressing the Professional Teaching Standards Through Teacher Identified Continuing Professional Development**

Teacher Identified continuing professional development comprises activities that substantially assist teachers to maintain competence against standards or groups of standards through:

- focusing on knowledge that underpins or is implied within the Standards, for instance, content knowledge of curriculum
- focusing on contexts in which the Standards are applied and that help teachers understand and apply the Standards effectively
- establishing contexts and activities which provide teachers with the specific experiences that they can formally analyse in order to build their understandings and effectiveness in meeting the Standards.

Examples of Teacher Identified continuing professional development can be found at Attachment A.

### **5.4 Verifying Achievement of the Standards through Participation in Teacher Identified Continuing Professional Development**

Participation in Teacher Identified continuing professional development should expand a teacher's capacity to develop their knowledge, skills and understandings against the Standards. It is the professional responsibility of the teacher to identify the Standards addressed in the content of this professional development and articulate the way in which the activity supported their professional growth.

Confirmation of a teacher's participation in Teacher Identified continuing professional development by both the teacher and the TAA allows for professional discussions to take place. These discussions should provide recognition of the teacher's professional growth that has occurred as a result of participating in continuing professional development.

## SCENARIOS

Scenario	Continuing Professional Development?	Type?
A School Development Day conducted by an education consultant who is an endorsed provider with the NSW Institute of Teachers. The course is registered with the Institute but the consultant is doing it as a 'one off' for the school, outside the normal scheduling for the course.	Yes	Institute Registered
A series of network meetings for teachers of ICT where strategies and best practice are shared. While the dates for the meetings are advertised in the in-service book made available to local schools, the focus for meetings is determined on a needs basis throughout the year.	Yes	Teacher Identified
A staff meeting informing teachers of the latest requirements for compliance around Child Protection or OH&S.	Not for the purposes of maintenance of accreditation	
In-class support with Literacy Consultant focusing on strategies for teaching literacy specified in the school's strategic plan.	Yes	Teacher Identified
HSC, SNAP etc marking workshops.	Yes	Teacher Identified
A specific action learning or research project developed in line with school priorities with a university or organisation that is an endorsed provider.	Yes	Teacher Identified
A school development day where a workshop is presented after which the teachers spend the rest of the day in faculty meetings, planning units of work.	Yes for the workshop. No for the faculty planning session (unless the planning session is a planned follow-up from the workshop).	Either, depending on the status of the workshop
Participation in accredited coaching and sport programs that have been endorsed through the Australian Sports Commission.	Yes	Teacher Identified

## QUESTIONS AND ANSWERS

*What kind of professional reading would constitute Teacher Identified continuing professional development?*

Professional reading that is part of, or relates to, a professional development activity or a teacher's professional development plan (which focuses on achieving a teacher's professional learning needs) could be considered Teacher Identified continuing professional development. This is as distinct from professional reading that is part of a teacher's work such as reading syllabus documents, set texts, resources for student use.

*What are reflection activities? When could these be considered Teacher Identified continuing professional development?*

Reflection activities are a component of a professional development activity. When considering their inclusion in Teacher Identified continuing professional development, teachers will need to have analysed the specific experiences and the way in which these experiences enhanced their understanding of and their ability to meet the Professional Teaching Standards.

*How can the TAA verify a teacher's participation in Teacher Identified continuing professional development?*

The process for validating a teacher's participation in Teacher Identified continuing professional development should fit in with the existing processes that a school or system has for meeting with individual teachers about their professional development needs and progress.

This process allows for focused, planned discussions about professional issues between the TAA and the teacher, particularly as to how participation in Teacher Identified continuing professional development has supported the teacher's capacity to develop their knowledge, skills and understandings against the Standards.

*How can teachers and TAAs determine whether an activity could be considered Teacher Identified continuing professional development?*

It is helpful to bear the following questions in mind:

- Did the activity substantially assist teachers to achieve particular and identified Standards?
- Did it focus on knowledge that underpins or is implied within the Standards? (For instance, content knowledge of curriculum).
- Did it focus on contexts in which the Standards are applied? Did it help teachers understand and apply the Standards effectively? Did it increase their effectiveness in meeting the Standards?
- Did the activities provide teachers with specific experiences? Was there opportunity to analyse these experiences in terms of their capacity to meet the Standards?
- Did the activity complement the teacher's professional learning plan?

**GLOSSARY**

Term	Meaning
Accreditation	Process which recognises and certifies a teacher's achievement of the <i>Professional Teaching Standards</i> on entry to the profession and at the levels of Professional Competence, Professional Accomplishment and Professional Leadership.
Continuing Professional Development	Processes, activities and experiences that provide opportunities to extend teacher learning and support accreditation against the standards.
Course	A professional development activity of 10 hours or less.
Institute Registered Continuing Professional Development	Institute registered courses and programs. These courses and programs can only be provided by Institute endorsed continuing professional development providers. This type of continuing professional development has been mapped to the <i>Professional Teaching Standards</i> at the level of Professional Competence. Institute Registered Continuing Professional Development is placed on the Institute's website via its public register.
Postgraduate Studies	<p>For the purposes of this policy, postgraduate studies are defined as those delivered by a university and other self-accrediting and non-self accrediting higher education institution within Categories II and III of the AQF register that offer courses and programs for teachers that contribute to accredited higher education qualifications.</p> <p>In addition, the area of postgraduate study must be directly relevant to the Professional Teaching Standards or the teacher's area of teaching (or future teaching if the teacher is retraining).</p>
Professional Development	The processes, activities and experiences that provide opportunities to extend teacher learning.
Professional Learning	Growth of teacher expertise that leads to improved student learning.
Professional Teaching Standards	A set of career-long standards that describe a teacher's knowledge, practice and commitment at four key stages – Graduate Teacher, Professional Competence, Professional Accomplishment and Professional Leadership.

## ATTACHMENT C

Term	Meaning
Program	A professional development activity of more than 10 hours. It may comprise one or more courses.
Register	The online listing of Institute Endorsed providers and registered courses and programs.
Teacher Accreditation Authority (TAA)	A person or body authorised to determine if a teacher meets the requirements for accreditation at any level within the <i>Professional Teaching Standards</i> .
Teacher Identified Continuing Professional Development	Professional Development that may involve experiences similar to those in Institute Registered Continuing Professional Development. Activities in Teacher Identified continuing professional development can include conferences, workshops, forums, courses, professional reading, observations, in-house training, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities. Teachers 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.