



Education &  
Communities

Public Schools NSW

People and Services

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# ACCREDITATION AT HIGHLY ACCOMPLISHED AND LEAD TEACHER

PROCEDURES

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## 1. Introduction

These procedures describe the process for teachers employed by the NSW Department of Education and Communities (DEC) to undertake voluntary accreditation at the higher career stages of Highly Accomplished Teacher and Lead Teacher.

These procedures are to be read and applied in conjunction with the Department's [Accreditation at Highly Accomplished Teacher and Lead Teacher Policy \(2008\)](#) and the [Policy for Accreditation at Highly Accomplished and Lead Teacher](#) (March 2014) published by the Board of Studies, Teaching and Educational Standards.

In 2014 the NSW Institute of Teachers merged with the Board of Studies NSW. The new organisation is the Board of Studies, Teaching and Educational Standards (BOSTES). BOSTES will continue to manage teacher accreditation and all the functions of the former NSW Institute of Teachers.

## 2. Australian Professional Standards for teachers

The Australian Professional Standards for Teachers apply to all career stages. On 15 July 2013 BOSTES transitioned from the use of NSW to Australian teaching standards for the higher stages of accreditation.

Teachers who commenced their accreditation submissions prior to 15 July 2013 can continue to work on and finalise their submissions using the NSW Professional Teaching Standards.

Teachers who commenced their accreditation submissions after 15 July 2013 will use the Australian Professional Standards for Teachers.

A teacher is considered to have commenced their accreditation submission when they have paid the full submission fee to BOSTES.

The term "standards" in this document refers to both the NSW and Australian standards, as applicable.

## 3. Eligibility

Teachers are advised to seek advice from their principal or supervisor to ascertain readiness to seek accreditation at the higher career stages. Teachers should also consider their practice against the standards and may also seek advice from colleagues in deciding as to whether to undertake voluntary accreditation at Highly Accomplished Teacher or Lead Teacher.

The four career stages of the Standards are described along a continuum of increasing expertise, skill and scope of practice – Graduate, Proficient, Highly Accomplished and Lead Teacher. The individual teacher makes the decision as to whether they will undertake accreditation at the level of Highly Accomplished Teacher or Lead Teacher. A teacher is not required to complete accreditation at Highly Accomplished Teacher before applying for accreditation at Lead Teacher.

Teachers who are required to be accredited at Proficient Teacher level must:

- have achieved the level of Proficient Teacher accreditation before commencing accreditation at Highly Accomplished Teacher or Lead Teacher and;
- following accreditation at Proficient Teacher, been assessed as satisfactory in their two most recent annual performance and development assessments before commencing accreditation at Highly Accomplished Teacher level or three most recent annual performance and development assessments before commencing accreditation at Lead Teacher. It is also recommended that teachers complete one maintenance of accreditation phase at Proficient Teacher prior to finalising an accreditation submission for the higher career stages.

Commencing an accreditation submission for the higher career stages does not change requirements for maintaining accreditation at Proficient Teacher. The submission process for accreditation at the higher career stages and completing requirements for maintenance of accreditation at Proficient Teacher occur concurrently.

Teachers who have not been required to achieve accreditation earlier in their career do not have to be accredited at the Proficient Teacher level prior to electing to undertake accreditation at Highly Accomplished Teacher and/or Lead Teacher but must have:

- been assessed as satisfactory in their two most recent annual performance and development assessments before commencing accreditation at Highly Accomplished Teacher level or three most recent annual performance assessments before commencing accreditation at Lead Teacher.

## 4. Teacher Accreditation Authority - Highly Accomplished/Lead Teacher (TAA (A/L))

Consistent with the [Teacher Accreditation Act 2004](#) the Secretary, Department of Education and Communities has delegated the Executive Directors, Public Schools NSW as the Teacher Accreditation Authority (TAA (A/L)) with responsibility for making accreditation decisions at the stages of Highly Accomplished Teacher and Lead Teacher for teachers in NSW government schools.

The role of the TAA (A/L) is to consider the accreditation submission against the standards and make the decision as to whether it meets the standards. The way in which the TAA (A/L) does this is described in [section 12](#) and [Appendix 1B](#) of this document.

## 5. Role of the Board of Studies, Teaching and Educational Standards (BOSTES)

BOSTES manages accreditation at the career stages of Highly Accomplished Teacher and Lead Teacher. This includes:

- managing preliminary applications and submissions from teachers;
- training TAAs (A/L) and officers who assist the TAA (A/L);
- selecting, training and allocating external observers;
- training and convening the Moderating and Consistency Committee (MCC); and
- professional development requirements for maintenance of accreditation.

The Department follows the procedures specified by BOSTES and documented in their [Policy for Accreditation at Highly Accomplished and Lead Teacher](#). Teachers need to be familiar with this policy and use it to guide their accreditation submission. BOSTES provides support material on their website and can provide advice about the standards and the accreditation submission. For further information contact BOSTES.

## 6. Role of the Principal and Line Managers

Principals discuss the preliminary application with the teacher. In the case of a principal applying for accreditation, the discussion is with their line manager which is the Director, Public Schools NSW.

After the teacher has advised BOSTES that they are proceeding with an accreditation submission, the principal will receive an online acknowledgement from BOSTES to confirm they are aware that the submission has been lodged.

The principal has a role to engage with and support the teacher to understand the standards and review their practice against the standards.

The principal is required to conduct one of the two school based lesson observations of the teacher and write an observation report on what aspects of practice and which standards descriptors were the focus of the observation.

At the time of the external observation the principal may need to be available for a brief discussion with the observer.

In their role as a referee, the principal or line manager contributes evidence against the standard descriptors as requested by the teacher.

The role of the principal is described in [Appendix 1C](#) of this document.

## 7. Payment of fees to BOSTES

Teachers who complete the optional online preliminary application to undertake accreditation at Highly Accomplished Teacher and Lead Teacher are required by BOSTES to pay a preliminary application fee.

Teachers pay a subsequent submission fee to commence the accreditation process. Payment of fees provides access to the BOSTES Electronic Teacher Accreditation Management System (eTAMS) used for managing accreditation submissions.

Once accredited, teachers are responsible for paying annual fees to BOSTES. For more information see the [BOSTES website](#).

## 8. Timeframe

There is a maximum three year timeframe for a teacher to complete a submission at Highly Accomplished Teacher or Lead Teacher. An extension of time is available from BOSTES to accommodate periods of leave if required.

## 9. Considering accreditation at the higher career stages

The standards at the higher career stages describe professional practice that influences the educational community.

Teachers seek accreditation at the higher career stages as a means of having their current higher level capabilities as a teacher recognised. Voluntary accreditation at the Highly Accomplished Teacher and Lead Teacher career stages provides a structured process for this recognition by the teaching profession.

Accreditation at the higher career stages is an individual process which is organised and managed by the teacher. Teachers undertaking accreditation at the higher career stages are responsible for planning and managing their online submission and working with referees and the external observer.

## 10. Preparing for Accreditation

### 10.1 Working with the standards

Understanding individual capability against the standards is fundamental to a successful accreditation submission. Teachers should access their own practice against each of the standard descriptors and decide if they meet the standards to apply for accreditation at either Highly Accomplished Teacher or Lead Teacher.

To achieve accreditation at the higher career stages teachers must demonstrate that they have achieved each of the standard descriptors. Under the Australian Professional Standards for Teachers there are 37 standard descriptors to be addressed. Information on the standards and accreditation at the higher career stages is available on the [BOSTES](#) website.

Discussion with colleagues and the principal can help teachers develop their understanding of their practice against the standards.

### 10.2 Preliminary application phase

Before commencing an online preliminary application it is recommended that the teacher discusses with his/her principal or line manager their current practice against the standards (refer to section 9) and their intention to commence an accreditation submission. A principal planning to undertake an online preliminary application would engage in a discussion with his/her Director, Public Schools NSW as their line manager.

An online preliminary application completed via the [BOSTES](#) website is strongly recommended as a means of assessing readiness to proceed with a submission. It is an indicator of likely success rather than a guarantee of success.

### 10.3 Considering the result of the preliminary application

If individual feedback received from BOSTES indicates moderate, low or very low likelihood of success it is strongly recommended that teachers do not proceed with the accreditation phase until the areas requiring development have been addressed.

If individual feedback received from BOSTES indicates likelihood of success and the teacher intends to proceed, the teacher must engage in a discussion with their principal or line manager about their intention and the requirements of the accreditation process.

## 11. Developing an accreditation submission

The teacher must inform their principal that they have commenced their accreditation submission and become a candidate for either Highly Accomplished or Lead Teacher accreditation.

The evidence that makes up the accreditation submission comes from three sources:

- documentary evidence annotated against the standards;
- referee reports; and
- external observer report.

In addition to the above, candidates for Lead Teacher are also required to undertake a Lead Initiative over a period of 6 months or more and must include a statement about the Lead Initiative as part of their evidence. At least one referee will need to refer to the initiative and its impact in their referee statements against standard descriptors.

The candidate should make a careful selection of quality evidence, using the most appropriate source/s for particular standard descriptors. Overall, the contribution from these sources should be balanced and significant.

Candidates are advised to consult BOSTES for information about evidence requirements.

### 11.1 Documentary evidence

Evidence is uploaded by the candidate to the BOSTES website using the Electronic Teacher Accreditation Management System (eTAMS).

A succinct and thoughtful annotation of why each document demonstrates achievement of the standard descriptors is a significant feature of evidence.

Annotations on evidence should briefly:

- note the standard descriptors it reflects;
- explain how the document demonstrates these standard descriptors;
- explain why the document was chosen and how it was used, and
- indicate the impact or result of the work.

Annotations should tell the story of the document in terms that are specific to the standard descriptors, so that the TAA (A/L) and the accreditation panel can easily appreciate the candidate's view on the link between the evidence document and the standard descriptors.

The documentation is to include two reports of observations of teaching conducted at the school. One observation is to be conducted by the principal. The observation reports are to show what aspects of practice and which standard descriptors were the focus of the observation.

It is essential that candidates save their documentation in PDF format. The PDF document is uploaded to eTAMS.

## 11.2 Referee reports

A referee is a witness to the candidate's work who can attest to their achievement of the specific standard descriptors allocated to them by the candidate.

A referee is not a general advocate for the candidate.

A minimum of three referees (and a maximum of eight) are required to report on the standard descriptors identified by the candidate. One referee must be the principal or Director, Public Schools NSW for a candidate who is a principal, one must be a colleague, and one must be a teacher who has received professional support from the candidate. The candidate should carefully consider the capacity of each individual referee to comment on different aspects of their practice against the identified standard descriptor.

Candidates developing accreditation submissions need to discuss the accreditation process with their referees.

Referees need sufficient time to:

- engage with and understand the standards at the higher career stages;
- understand the difference between standard descriptors at Highly Accomplished Teacher and Lead Teacher;
- prepare written statements of approximately 250 words for each standard descriptor requested;
- base their referee comments on their knowledge of the candidate's practice over time against the standard descriptors; and
- upload their referee statement in their online account.

Referee reports are an important aspect of an accreditation submission. Candidates are encouraged to carefully consider the number and range of standard descriptors on which each referee is asked to comment.

Candidates should consider how different referees are in a position to comment on different aspects of their practice in relation to their identified standard descriptor. Candidates also need to consider the workload involved for referees when making the decision as to how many referees to involve.

Allowing referees sufficient time to draft and refine their comments against the candidate's identified standard descriptors is essential to support referees to provide accurate evidence of a teacher's capabilities.

## 11.3 External observation

As part of the accreditation process a candidate will have an external observation of their practice. The observation is requested through eTAMS. External observers undertake a negotiated onsite visit and write a report that is given to the candidate and BOSTES.

The external observer is usually a practising teacher familiar with the subject or stage area of the teacher. External observers are trained by BOSTES. The external observer considers the candidate's practice against the standard descriptors chosen by the candidate.

Candidates need to negotiate the timing of the external observation with the principal and ensure that the principal is informed of details and the extent of involvement of the school in the visit.

## 11.4 Lead Initiative

A candidate applying for accreditation at the level of Lead Teacher is required to complete a Lead Initiative in addition to demonstrating the standards against the descriptors.

The Lead Initiative should be linked to the school plan or DEC priorities and be implemented over a minimum of 6 months. The candidate needs to discuss the Lead Initiative proposal with their principal and seek their support.

The Lead Initiative focuses on improving education opportunities for students and/or inspiring colleagues to improve their own practice. It should enable the candidate to demonstrate a leading role in design and/or implementation and evaluation or review. The candidate should be able to demonstrate evidence of the impact of the Lead Initiative on the knowledge, practice or engagement of their colleagues.

In addition to demonstrating the standards against the descriptors, a candidate for Lead Teacher must:

- discuss their Lead Initiative with their principal (or in the case of a principal, their Director, Public Schools, NSW) and seek their support
- submit a statement describing their Lead Initiative as part of their evidence for accreditation at the level of Lead teacher.
- have at least one referee refer to the Lead Initiative and its impact in their referee statement against standard descriptors.

## 11.5 Feedback opportunities during preparation of a submission

Candidates should not undertake an accreditation submission at the higher career stages in isolation. Seeking informal feedback throughout the process is recommended.

Feedback throughout the process of preparing a submission can come from engaging with colleagues, sharing approaches and talking regularly with the principal.

Local network groups, colleagues and the input of Teacher Quality Advisors are all valuable sources of information when thinking about the evidence and the standards. Candidates need to carefully assess all sources of feedback and advice as they develop their own submission against the standards.

Before a candidate decides to notify BOSTES via eTAMS that their submission is complete, they should consider contacting their TAA (A/L) for further advice/feedback. The TAA (A/L) may refer the applicant to an appropriate officer (who has been trained by BOSTES in the accreditation procedures at the higher levels) to provide advice/feedback and if applicable, to discuss whether their application may require any further refinement before the final submission.

All sources of feedback are informal and developmental and should not be considered as definitive advice.

## 12. When an accreditation submission is complete

BOSTES advises the Executive Director, Public Schools NSW, as the TAA (A/L), that an accreditation submission has been completed. The TAA (A/L) or delegated officer sends an email acknowledgement to the candidate and the principal that the accreditation submission has been received and provides an indicative time frame for the consideration of the submission.

### 12.1 Accreditation panel

In the DEC the candidate's accreditation submission is considered by a panel consisting of the Executive Director, Public Schools NSW as the TAA (A/L), a secondary principal and a primary principal. The panel can be formally assisted by one senior officer as designated by the Executive Director, Public Schools NSW.

The TAA (A/L) may elect to involve a senior officer to assist with the management of panel meetings, accreditation submissions and enquiries. This officer does not have a role in making the accreditation decision against the standards.

The TAA (A/L) may establish more than one panel of trained principals depending on need.

All panel members and the officer assisting the panel must be trained with BOSTES before commencing their role.

The TAA (A/L) is responsible to ensure that feedback on submissions is provided sensitively, confidentially and only by the TAA (A/L) or the delegated senior officer.

The TAA (A/L) is responsible for ensuring that confidentiality agreements are in place with all panel members. All panel members are asked to declare the extent of any prior knowledge of, involvement with, or interest in respect to any candidate who presents an accreditation submission.

Each panel member is required to provide input into the assessment of an accreditation submission and formulation of advice to the TAA (A/L) before the TAA (A/L) provides their recommendation to BOSTES.

Panels are convened in a time frame which allows for progression of submissions to the Moderating and Consistency Committee (MCC) without undue delay.

TAA (A/L) are responsible for communicating with candidates, keeping them informed of progress and keeping records of communication.

Candidates seeking information about their submissions may contact the TAA (A/L) or the delegated senior officer for information. Candidates should not contact the principals on the accreditation panel.

## **12.2 Role of the Moderating and Consistency Committee (MCC)**

The MCC is a BOSTES committee. It is responsible for providing accreditation advice to TAAs (A/L) about teachers' accreditation submissions. The MCC considers accreditation submissions from teachers in all school sectors across NSW to ensure a consistent and fair application of the standards and provides advice to TAAs (A/L) in regard to each accreditation submission.

The TAA (A/L) makes the decision as to whether or not they will need to forward a submission to the MCC for review and advice.

If the TAA (A/L) is considering accrediting the candidate, he/she must forward the candidate's final submission to the MCC with that recommendation (if the TAA (A/L) does not accredit the candidate, he/she does not need to forward the submission to the MCC).

The TAA (A/L) must consider the advice of the MCC when making the final decision however if the TAA (A/L) decides not to follow the MCC advice, the TAA (A/L) must provide advice to the MCC as to the reasons for their final decision.

## **12.3 Feedback from TAAs (A/L) on submissions**

After review by the accreditation panel TAAs (A/L) make the decision as to whether or not feedback to the candidate is required.

Such feedback may include advice to further develop an aspect of the submission. As candidates are required to provide evidence against all standard descriptors there may be some small number of standard descriptors where evidence could be strengthened.

The TAA (A/L) may require the candidate to amend their submission and if so, will provide up to three months for the candidate to do so.

The TAA (A/L) cannot guarantee at the time of providing feedback that the submission will be successful following resubmission.

Timing of the accreditation panel meetings and the schedule of meetings of the MCC can impact on the time it takes for a TAA (A/L) to make a final accreditation decision. A candidate will be notified by the TAA (A/L) of the final accreditation decision as soon as it has been finalised.

## **12.4 Communicating the accreditation decisions**

Where the Executive Director, Public Schools NSW as the TAA (A/L) determines that a candidate meets the requirements for accreditation he/she will notify BOSTES of this decision by entering this decision into eTAMS. The date the decision is entered into eTAMS becomes the accreditation date. The TAA (A/L) advises the candidate in writing of the decision.

The TAA (A/L) is responsible for ensuring the decision is recorded in the Department's computerised (iSeries) personnel system and for the distribution/presentation of the Certificate of Accreditation.

Where the TAA (A/L) determines that a candidate's submission does not meet the requirements for accreditation he/she must notify BOSTES in writing and advise the teacher in writing of the decision and the internal review process.

The TAA (A/L) is required to inform a teacher of the decision not to accredit in an appropriate and sensitive manner. Teachers whose accreditation submissions have not been successful should be informed verbally as well as formally in writing.

A subsequent opportunity for verbal and written feedback on the submission against the standards should be offered to assist teachers whose submissions have not been successful to understand the reasons why they did not meet requirements.

The TAA (A/L) may choose to involve the designated senior officer who attended the accreditation panel meeting in providing feedback and communicating decisions. The TAA (A/L) should ensure that feedback is provided promptly and only by the senior officer designated by the TAA (A/L).

As the TAA (A/L) for accreditation at Highly Accomplished Teacher and Lead Teacher, the decision of the Executive Director, Public Schools NSW as to whether or not the teacher has demonstrated the standards is final. However, the procedure used in reaching the decision is subject to internal review.

Where the Executive Director, Public Schools NSW determines that a teacher does not meet the requirements for accreditation, the teacher must be advised by the Executive Director, Public Schools NSW of his/her access to the internal review process.

## 12.5 The Department's internal review process

A request by a teacher for an internal review of the decision not to accredit must be:

- based on issues of procedure
- made in writing
- supported by documentary evidence; and
- made within 28 days of the teacher being informed in writing by the Executive Director, Public Schools NSW of the accreditation decision.

The request by a teacher for an internal review is to be made to the Executive Director, People and Services, Department of Education and Communities. A response to the teacher's request for an internal review will occur within 21 days from receipt by the Executive Director, People and Services, Department of Education and Communities.

If the decision not to accredit is upheld following the internal review, the teacher may apply to the NSW Civil and Administrative Tribunal (NCAT) for an appeal of the accreditation decision. Advice about this process will be provided in writing by the Executive Director, People and Services, Department of Education and Communities.

## 13. Maintenance of accreditation

In order for teachers to continue to be recognised as being accredited at the stage of Highly Accomplished Teacher or Lead Teacher they must maintain their accreditation. Teachers need to maintain their practice at the higher career stage, pay the annual fee to BOSTES, undertake professional development at the appropriate level and submit a maintenance report.

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

During each maintenance period, teachers must complete continuing professional development which comprises:

- 20 hours of BOSTES registered professional development at their level of accreditation or higher; and
- 80 hours of Teacher Identified professional development, 20 hours of which should be Professional Commitment activities.

Some examples of Professional Commitment activities are:

- mentoring teachers;
- supervising pre-service teachers including interns;
- coaching teachers;
- leading professional development;
- developing and implementing projects, including research, in their school and the wider education community;
- leading educational forums in the school, or professional teaching associations or networks;
- writing for publications that contribute to professional knowledge and discussion for teachers;
- leading activity in professional associations or teacher networks; and
- managing and/or leading community organisations connected to the school.

Refer to the BOSTES [Maintenance of Accreditation at Professional Accomplishment and Professional Leadership Policy](#) for full information on maintenance requirements.

## 14. Revocation of accreditation

For further information on revocation of accreditation refer to BOSTES.

## 15. Contacts and key resources

For information including policy regarding the accreditation processes, online submissions, leave and extensions of the accreditation period, guides to support the collection of evidence, and information on all aspects of accreditation at the higher career stages contact BOSTES on 9367 8409.

For information about DEC policies and procedures regarding teacher accreditation contact the Department's People and Services Directorate on 9836 9196.

The BOSTES site provides detailed information on all aspects of accreditation. <http://www.nswteachers.nsw.edu.au/>

## 16. Additional resources

The website of the Australian Institute for Teaching and School Leadership (AITSL) <http://www.aitsl.edu.au/> provides information on the Australian Professional Standards for Teachers and a wide range of materials describing accreditation: <http://www.certification.aitsl.edu.au/>

# Appendix 1A

## Checklist for teachers

### I have:

- 
- |    |  |  |
|----|--|--|
| 1  | been assessed as satisfactory in my most recent annual performance assessments as follows:<br>2 for Highly Accomplished<br>3 for Lead Teacher  | <input type="checkbox"/><br><input type="checkbox"/> |
| 2  | become familiar with the standards and the accreditation process at Highly Accomplished Teacher and Lead Teacher   | <input type="checkbox"/>                             |
| 3  | reflected on my professional practice in relation to the standards and decided upon the level at which I will seek accreditation   | <input type="checkbox"/>                             |
| 4  | decided to undertake an online preliminary application and discussed this with my principal or line manager* for principals seeking accreditation (understanding that this is strongly recommended)      | <input type="checkbox"/>                             |
| 5  | paid an initial fee to BOSTES which allows me to access and complete my online preliminary application via eTAMS   | <input type="checkbox"/>                             |
| 6  | completed and lodged my online preliminary application   | <input type="checkbox"/>                             |
| 7  | obtained feedback from BOSTES as to the likelihood of my success (i.e. if moderate, low or very low likelihood of success I begin to address the areas requiring development and may choose to re-apply) | <input type="checkbox"/>                             |
| 8  | discussed my intent to proceed with an accreditation submission with my principal or line manager (he/she must then complete an online acknowledgement)  | <input type="checkbox"/>                             |
| 9  | discussed my accreditation with my proposed referees (minimum three, one of whom must be current principal or line manager) and sought their support   | <input type="checkbox"/>                             |
| 10 | paid a subsequent fee to BOSTES to commence my accreditation submission  | <input type="checkbox"/>                             |
| 11 | logged onto eTAMS to commence my submission  | <input type="checkbox"/>                             |
| 12 | nominated the standard descriptors which each referee will be supporting by logging onto my eTAMS profile  | <input type="checkbox"/>                             |
| 13 | commenced collecting, annotating and entering evidence over time to support my accreditation submission and demonstration of all the standard descriptors  | <input type="checkbox"/>                             |
| 14 | had two observations reports of my teaching completed by my principal and one other person in the school.  | <input type="checkbox"/>                             |
- 

\*Line managers are for principals and is their Director, Public Schools NSW.

## Appendix 1A (continued)

- 
- |    |   |                          |
|----|---|--------------------------|
| 15 | negotiated the timing of the external observer visit and discussed this with my principal or line manager | <input type="checkbox"/> |
|----|---|--------------------------|
- 
- |    |   |                          |
|----|---|--------------------------|
| 16 | engaged in the external observer visit, followed up discussion/s and read my online report which forms part of my supporting evidence | <input type="checkbox"/> |
|----|---|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 17 | engaged in further discussions with my principal or line manager to obtain feedback on my accreditation submission prior to finalising | <input type="checkbox"/> |
|----|--|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 18 | finalised my accreditation submission with BOSTES recognising the Executive Director, Public Schools NSW will make the decision (with the panel's input) | <input type="checkbox"/> |
|----|--|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 19 | received notification, an accreditation number and a Certificate of Accreditation from BOSTES when successfully accredited | <input type="checkbox"/> |
|----|--|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 20 | In the case of not being accredited I have received feedback on my submission and been notified of the internal review process | <input type="checkbox"/> |
|----|--|--------------------------|
- 

\*Line managers are for principals and is their Director, Public Schools NSW.

# Appendix 1B

## CHECKLIST FOR EXECUTIVE DIRECTORS, PUBLIC SCHOOLS NSW

### I have:

- |    |  |                          |
|----|--|--------------------------|
| 1  | become familiar with the relevant documents concerning accreditation at Highly Accomplished Teacher and Lead Teacher   | <input type="checkbox"/> |
| 2  | engaged in discussions with Directors, Public Schools NSW and principals to support them in developing their understandings of the standards and the accreditation framework for the higher career stages  | <input type="checkbox"/> |
| 3  | received notification of login details from BOSTES and have familiarised myself with the Electronic Teacher Accreditation Management System (eTAMS)  | <input type="checkbox"/> |
| 4  | convened and briefed an accreditation panel (on a term basis or as required) comprising a secondary principal and a primary principal, who will assist me to make recommendations to BOSTES about final accreditation submissions  | <input type="checkbox"/> |
| 5  | designated a senior officer to assist the panel if required  | <input type="checkbox"/> |
| 6  | ensured panel members and the senior officer have received training from BOSTES and signed confidentiality agreements  | <input type="checkbox"/> |
| 7  | ensured processes are in place to communicate with teachers about their accreditation submissions  | <input type="checkbox"/> |
| 8  | received notification that the candidate (a teacher who has commenced the accreditation process at Highly Accomplished or Lead Teacher is considered to be a candidate) has commenced the accreditation process and sent an email confirmation to the principal or line manager* | <input type="checkbox"/> |
| 9  | confirmed receipt of the candidate's final accreditation submission and alerted the accreditation panel  | <input type="checkbox"/> |
| 10 | met with the panel to review the supporting evidence and accreditation submission including referee and external observer reports  | <input type="checkbox"/> |
| 11 | made a decision as to whether to provide feedback with an opportunity to further develop some aspects of a submission within a specific time frame   | <input type="checkbox"/> |
| 12 | made a recommendation with the panel's input   | <input type="checkbox"/> |
| 13 | made a decision whether or not to seek advice from the MCC (if deciding not to accredit)   | <input type="checkbox"/> |
| 14 | forwarded the candidate's accreditation submission and recommendation electronically to BOSTES for consideration by the MCC  | <input type="checkbox"/> |
| 15 | received advice from the MCC   | <input type="checkbox"/> |

\*Line managers are for principals and is their Director, Public Schools NSW.

## Appendix 1B (continued)

- 
- 16 considered the MCC's advice and made a final decision regarding accreditation at the level of Highly Accomplished Teacher or Lead Teacher
- 
- 17 Informed BOSTES of my final decision
- 
- 18 In the case of a decision to accredit, I have:
- a) ensured the decision is recorded on the iSeries personnel database
  - b) contacted the teacher to verbally inform them of my decision to accredit
  - c) provided formal written advice to the teacher confirming their accreditation with a copy to their principal or line manager
  - d) received the teacher's Certificate of Accreditation from BOSTES and ensured it is distributed/presented to the accredited teacher
- 
- 19 In the case of a decision **not** to accredit I have:
- a) contacted the teacher to verbally inform them of my decision not to accredit
  - b) followed up the verbal advice with a letter including: 
    - formal notification of the decision not to accredit
    - an opportunity to meet to provide appropriate feedback regarding the accreditation submission with the opportunity to have a support person such as their principal, at the feedback meeting
    - advice regarding the appeal process
  - c) sent an email to the relevant principal or line manager to notify them of the final decision.
- 

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# Appendix 1C

## CHECKLIST FOR PRINCIPALS AND LINE MANAGERS

### I have:

- 
- |   |   |  |
|---|---|--|
| 1 | confirmed that the teacher been assessed as satisfactory in their most recent annual performance assessments as follows:<br>2 for Highly Accomplished<br>3 for Lead Teacher | <input type="checkbox"/><br><input type="checkbox"/> |
|---|---|--|
- 
- |   |  |                          |
|---|--|--------------------------|
| 2 | become familiar with the relevant documents concerning accreditation at Highly Accomplished Teacher and Lead Teacher | <input type="checkbox"/> |
|---|--|--------------------------|
- 
- |   |  |                          |
|---|--|--------------------------|
| 3 | engaged in discussions with the teacher and supported him/her in developing his/her understanding of the standards and the accreditation framework | <input type="checkbox"/> |
|---|--|--------------------------|
- 
- |   |   |                          |
|---|---|--------------------------|
| 4 | discussed with the teacher his/her online preliminary application | <input type="checkbox"/> |
|---|---|--------------------------|
- 
- |   |   |                          |
|---|---|--------------------------|
| 5 | engaged in a subsequent discussion with the teacher to confirm whether he/she intends to proceed (after the teacher has received feedback from BOSTES regarding his/her online preliminary application) | <input type="checkbox"/> |
|---|---|--------------------------|
- 
- |   |  |                          |
|---|--|--------------------------|
| 6 | been advised the teacher is proceeding with an accreditation submission and completed an online acknowledgement with BOSTES to indicate discussion with the teacher has occurred | <input type="checkbox"/> |
|---|--|--------------------------|
- 
- |   |  |                          |
|---|--|--------------------------|
| 7 | confirmed the teacher meets the eligibility requirements for the accreditation level (refer to Page 3) | <input type="checkbox"/> |
|---|--|--------------------------|
- 
- |   |   |                          |
|---|---|--------------------------|
| 8 | engaged with and supported the candidate (a teacher who has commenced the accreditation process at Highly Accomplished or Lead Teacher is considered to be a candidate) to understand the standards and review their practice against the standards | <input type="checkbox"/> |
|---|---|--------------------------|
- 
- |   |   |                          |
|---|---|--------------------------|
| 9 | supported the candidate in negotiating the timing of external observer visit and been available for the visit if required | <input type="checkbox"/> |
|---|---|--------------------------|
- 
- |    |   |                          |
|----|---|--------------------------|
| 10 | engaged in further discussions with the candidate about his/her supporting evidence and demonstration of all the standard descriptors | <input type="checkbox"/> |
|----|---|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 11 | given feedback to the candidate about the finalisation of his/her accreditation submission after engaging in discussions | <input type="checkbox"/> |
|----|--|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 12 | provided evidence against the standard descriptors in my referee reports | <input type="checkbox"/> |
|----|--|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 13 | completed the observation report indicating what aspects of practice and which standard descriptors were the focus of the observation. | <input type="checkbox"/> |
|----|--|--------------------------|
- 
- |    |  |                          |
|----|--|--------------------------|
| 14 | in the case of a decision not to accredit, ensured the teacher is aware of the opportunity for feedback on the submission and the internal review process. | <input type="checkbox"/> |
|----|--|--------------------------|
- 

\*Line managers are for principals and is their Director, Public Schools NSW.

# Appendix 2

## Glossary

Term	Definition
Australian Institute for Teaching and School Leadership (AITSL)	The Institute is a national body established to provide leadership for Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.
Australian Professional Standards for Teachers	The Australian Professional Standards for Teachers is a framework that provides a common reference point to describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.
Board of Studies, Teaching and Educational Standards (BOSTES)	The independent statutory authority established under the Teacher Accreditation Act 2004 and the Board of Studies, Teaching and Educational Standards Act 2013 to support quality teaching.
Candidate	Teacher or principal who is undertaking voluntary accreditation at the higher career stages of Highly Accomplished Teacher and Lead Teacher and has paid their submission fee to BOSTES and commenced the accreditation process.
Certificate of Accreditation	The award issued by BOSTES to teachers who achieve accreditation at Highly Accomplished Teacher or Lead Teacher.
Electronic Teacher Accreditation Management System (eTAMS)	The online facility managed by BOSTES which enables teachers undertaking accreditation to enter supporting evidence and documentation electronically under their eTAMS profile.
External Observer	An experienced teacher who is external to the teacher's school. External Observers undertake negotiated observations in order to review and comment on the teacher's demonstration of the standard descriptors. External Observers engage in discussions with the teacher and provide feedback in the form of an online report. External Observers are teachers that are selected, trained and allocated by BOSTES.
Fees	An annual fee is payable by every accredited teacher at all levels. Invoices are sent annually by BOSTES. For the levels of Highly Accomplished Teacher and Lead Teacher a fee is required to undertake a preliminary application and a subsequent fee to commence an accreditation submission in addition to an annual fee.
Highly Accomplished Teacher	A key stage of teacher accreditation for experienced and highly successful teachers. The standards describe what teachers are expected to demonstrate at the level of Highly Accomplished Teacher.
Lead Teacher	A key stage of teacher accreditation for outstanding teacher leaders, which encompasses non-positional leadership as well as promotional leadership. The standards describe what teachers are expected to demonstrate at the level of Lead Teacher.
Leave of absence	Teachers who have a break in employment service which interrupts the accreditation process, or accredited teachers who have a break in employment service which interrupts the maintenance of accreditation, can apply to BOSTES for a leave of absence.
Maintenance of accreditation	Accreditation is maintained by paying the annual fees to BOSTES, continuing to demonstrate the standards and participating in ongoing professional development.

## Appendix 2 (continued)

Term	Definition
Moderating and Consistency Committee (MCC)	A cross-sectoral committee selected and monitored by BOSTES. The Moderating and Consistency Committee provides accreditation advice regarding teacher submissions for accreditation at the higher levels to Teacher Accreditation Authorities. The committee provides advice based on the appropriateness and adequacy of the evidence in relation to the standards, adhering to objective criteria and agreed benchmarks.
Preliminary application phase	A phase which provides teachers with an opportunity to have their achievements assessed in broad terms. This phase gives an indication of the likelihood of success in meeting the accreditation requirements to teachers if they decide to proceed with the accreditation process.
NSW Professional Teaching Standards	The NSW Professional Teaching Standards is the framework that has been used in NSW and is now replaced with the Australian Professional Standards for Teachers. There is a transition process for use of the NSW standards.
Referees	The people who contribute to a teacher's submission in relation to some of the standard descriptors. Referees verify a teacher's capacity to meet the standards by completing an online report which relates directly to particular standard descriptors nominated by the teacher.
Standard descriptors	Each standard is separated into descriptors. To achieve accreditation at the higher career stages teachers must demonstrate that they have achieved each of the 37 standard descriptors.
Supporting evidence	Teachers are required to collect, collate, annotate and enter documentation as supporting evidence in their accreditation submission. At the career stages of Highly Accomplished Teacher and Lead Teacher evidence is required for all of the standard descriptors.
Teacher Accreditation Authority (TAA A/L)	The person or body authorised by the Secretary, Department of Education and Communities under the Teacher Accreditation Act 2004 to accredit in government schools. This is the Executive Director, Public Schools NSW for the level of Highly Accomplished and Lead Teacher accreditation.