

Accreditation at Proficient Teacher Procedures

Effective 31 August 2015



Contents

1. Introduction	3
2. Teachers who are required to be accredited	3
3. Approval to teach	4
4. Accreditation at Proficient Teacher	4
4.1 Mandatory requirement to be accredited at Proficient Teacher	4
4.2 Teacher accreditation authority – Proficient Teacher (TAA (PT))	4
4.3 Role of the Board of Studies, Teaching and Educational Standards	4
4.4 Payment of fees to BOSTES	5
4.5 Service requirements for teachers appointed permanent on probation	5
4.6 Service requirements for casuals and casual teachers on temporary engagements	5
4.7 Principles guiding the accreditation process	6
4.8 Support for teachers appointed permanent on probation	6
4.9 The process for teachers achieving accreditation at Proficient Teacher	6
5. Maintenance of accreditation at Proficient Teacher	10
5.1 Mandatory requirement to maintain accreditation	10
5.2 Maintenance of accreditation at Proficient Teacher	10
5.3 Timeframes for the maintenance of accreditation at Proficient Teacher	11
5.4 The process for the maintenance of accreditation at Proficient Teacher	12
6. Ceasing accreditation	13
7. Revocation of accreditation	14
8. Contacts and key resources	14
9. Other resources	14
Appendix 1: checklists for staff involved in the process of accreditation at Proficient Teacher	15
Appendix 2: checklists for staff involved in the process of maintenance of accreditation at Proficient Teacher	18
Appendix 3: principles for managing accreditation documents	21

1. Introduction

1.1

These procedures describe the process for mandatory accreditation at Proficient Teacher of teachers approved to teach in NSW government schools and employed by the NSW Department of Education (the Department), and the process for maintenance of that accreditation.

These procedures are to be read and applied in conjunction with the mandatory **Accreditation at Proficient Teacher in NSW Government Schools Policy**.

Under the **Teacher Accreditation Act 2004** the Board of Studies, Teaching and Educational Standards (BOSTES) monitors the accreditation process across all schools and early childhood education centres in NSW.

2. Teachers who are required to be accredited

2.1

Teachers who are required to be accredited (either permanently appointed or working in a casual or temporary capacity) have:

- i. never been employed to teach in NSW schools before 1 October, 2004; or
- ii. K-12 teaching experience in NSW schools but are returning to teaching after 1 October, 2004 following an absence of five years or more.

2.2

Teachers who are fully registered in another state or territory in Australia may apply to BOSTES to have their registration recognised within 60 days of having their provisional accreditation granted in NSW. For more information on recognition of interstate teacher registrations refer to **BOSTES**. Teachers who have their registration recognised by BOSTES are still required to complete the Department's probationary requirements.

2.3

Teachers who are already required to be accredited who return to teach after working in a non school based position with the Department may have their employment recognised as equivalent to employment in a teaching role.

Teachers employed by the Department before 1 October 2004 who are returning to teaching after working in a non school based position within the Department are not regarded as teachers requiring accreditation at this time.

3. Approval to teach

3.1

To be approved to teach with the Department teachers must meet:

- i. the suitability requirements of the Department e.g. holding recognised teaching qualifications and undergoing appropriate recruitment and probity checks; and
- ii. the requirements for provisional or conditional accreditation with BOSTES.

4. Accreditation at Proficient Teacher

4.1 Mandatory requirement to be accredited at Proficient Teacher

4.1.1 It is a mandatory requirement that provisionally or conditionally accredited teachers who are working in NSW government schools are to achieve accreditation at Proficient Teacher within the required timeframe.

To achieve accreditation at Proficient Teacher, teachers must demonstrate all standard descriptors across the seven standards described in the **Australian Professional Standards for Teachers**. This involves demonstrating the ability to integrate and apply the knowledge and skills that underpin the professional standards and create, on a consistent basis, an environment where learning opportunities for all students are optimised.

4.2 Teacher Accreditation Authority – Proficient Teacher (TAA (PT))

Consistent with the **Teacher Accreditation Act 2004** and the **Board of Studies, Teaching and Educational Standards Act 2013**, the Secretary, Department of Education, has delegated Principals (including Teaching Principals and Associate Principals from 2016) as the Teacher Accreditation Authority (TAA (PT)) with the responsibility for making accreditation and maintenance of accreditation decisions at Proficient Teacher for teachers in NSW government schools.

The Director, Public Schools NSW, will continue as the TAA (PT) for Principals (including Teaching Principals and Associate Principals from 2016) who require

accreditation at Proficient Teacher or maintenance of accreditation at Proficient Teacher.

4.3 Role of the Board of Studies, Teaching and Educational Standards

BOSTES manages the system of accreditation at Proficient Teacher and monitors maintenance of accreditation. This includes:

- maintaining a database of teachers at all levels of accreditation and timeframes;
- providing updates for teachers regarding their progress in meeting continuing requirements for accreditation, including professional development;
- informing TAAs of teachers at risk of not meeting accreditation requirements including professional learning;
- issuing certificates of accreditation for teachers to TAAs;
- arranging for external assessors to review the accreditation decisions of the TAA to identify any patterns of discrepancy in accreditation reporting and judgments;
- approving endorsed providers of registered professional development; and
- monitoring ongoing participation in professional development by teachers accredited at Proficient Teacher.
- monitoring ongoing participation in professional development by teachers accredited at Proficient Teacher.

4. Accreditation at Proficient Teacher (continued)

4.4 Payment of fees to BOSTES

It is a legislated requirement for the purposes of employment as a teacher in NSW that provisionally and conditionally accredited teachers, as well as teachers accredited at Proficient Teacher, maintain payment of annual fees directly to BOSTES.

4.5 Service requirements for teachers appointed permanent on probation

4.5.1 Teachers are required to know the date when their period of accreditation will end and what accreditation actions they are required to achieve in the relevant period.

Provisional or conditional teachers appointed permanent on probation who are employed full time are expected to demonstrate the standards at Proficient Teacher by the end of the second year of their appointment with the Department.

Teachers appointed permanent on probation who are employed part time are expected to demonstrate the standards at Proficient Teacher within the equivalent of two years of full time service from the date of their appointment with the Department.

The confirmation of permanency at the end of the first year of appointment is a separate process to the achievement of accreditation. Towards the end of the probationary year the principal makes an assessment of the teacher's capacity to meet the requirements of their position. The principal will confirm a teacher's permanent appointment dependent upon satisfactory progress in meeting these requirements.

Not all teachers appointed to permanent positions will have a two year period available in which to complete accreditation requirements. Teachers can be appointed permanently after some years of work as a casual teacher during which they would have gained experience relevant to their accreditation.

Provisionally and conditionally accredited teachers should undertake teaching for a period of time that enables them to develop and demonstrate their teaching. It is essential that the period of employment is long enough for a TAA (PT) to be confident that a valid and reliable decision can be made about the teachers practice against the Australian Professional Standards for Teachers.

4.6 Service requirements for casuals and casual teachers on temporary engagements

Casual teachers may be employed on a day to day basis or on a temporary engagement if applicable. Temporary engagements are for a defined period of time where a person is employed in one engagement full time for four weeks or more or in one engagement for one to four days per week for two terms or more. Casual teachers and casual teachers on a temporary engagement are collectively referred to as casual teachers in this document.

4.6.1 Casual teachers are required to know the date when their period of accreditation will end and what accreditation actions they are required to achieve in the relevant period. This information is available from **BOSTES**. Casual teachers must successfully complete required accreditation actions before the date of expiry of their relevant accreditation period is reached.

Casual teachers:

- have a minimum of two years and a maximum of five years to complete their accreditation at Proficient Teacher;
- need to complete at least 180 full time equivalent days of teaching (this may include days teaching in non-departmental schools); and
- complete a block of continuous teaching in the same five year timeframe. The block of continuous teaching (either full time or part time) should be the equivalent of at least one school term across no more than the equivalent of five school terms and undertaken in a single school. This allows the principal to determine over a period of time that a casual teacher consistently meets the Australian Professional Standards for Teachers.

At the commencement of the block of teaching, casual teachers should discuss with the principal their wish to use this time for the purposes of finalising their accreditation. Principals should support casual teachers engaged in a block of teaching to access the formal accreditation process.

Casual teachers should have access to the same professional support for accreditation as teachers employed permanently. Casual teachers should be encouraged to seek out and participate in professional support at their school.

Casual teachers are required to maintain their own employment records as evidence of completion of the minimum teaching requirement of 180 days. These records may include original or certified copies of pay advice.

4. Accreditation at Proficient Teacher (continued)

4.6.2 BOSTES specifies the maximum timeframe for casual teachers to achieve accreditation at Proficient Teacher as five years for provisionally accredited teachers and six years for conditionally accredited teachers. Many casual teachers will have opportunities to achieve accreditation prior to the maximum five year timeframe. It is strongly recommended that casual teachers use these opportunities to achieve accreditation. Casual teachers need to be aware that gaining a permanent teaching appointment does not mean that their timeframe to achieve accreditation is extended.

4.6.3 Casual teachers who do not teach due to illness or work outside of teaching within the period specified may apply to BOSTES for a **leave of absence**.

4.7 Principles guiding the accreditation process

4.7.1 The process of accreditation of teachers at Proficient Teacher must:

- acknowledge the varied contexts in which teachers teach;
- recognise the teacher's knowledge and skills relevant to K-12 teaching;
- identify and address the teacher's professional learning needs;
- include implementation of a supportive, structured supervision program that is informed by the professional judgements of supervisors and principals; and
- use the expertise of colleagues in providing professional support and strategies to assist the teacher.

Departmental staff members follow the procedures required by BOSTES in making judgements about teachers at Proficient Teacher. Support material to assist staff to make valid, fair and reliable judgements is available on the **BOSTES website**.

4.8 Support for teachers appointed permanent on probation

Teachers who are appointed to schools are required to be provided with a school based induction program. Induction includes orientation to the Department and to the school, incorporating structured supervision, collegial support, mentoring and professional networking.

The nature and amount of support provided to teachers appointed permanent on probation will depend upon their capabilities, teaching experience and their stage in the accreditation process. Some teachers may be part way into or completed the accreditation process as a casual teacher while other teachers may be commencing the process.

Schools with a permanent on probation teacher entering on duty from 2014 will receive resourcing equivalent to two hours per week release time for the teacher as well as one hour per week release time for an experienced teacher colleague to provide mentoring support.

In the permanent beginning teacher's second year of teaching, the school will be resourced with the equivalent of one hour per week release time for the permanent teacher to further develop their practice.

This model provides schools with the capacity and flexibility to support all permanent beginning teachers with the mentoring and guidance they need to make a successful start to their teaching careers and meet their accreditation requirements.

In cases where permanent beginning teachers have either already successfully completed the accreditation process (i.e. as a casual teacher) or where the permanent beginning teacher is not required to be accredited at this time, the resourcing should focus on ongoing development of teacher quality, ensuring probationary requirements are met. Refer to the **Beginning Teachers Support Funding Policy** for further details.

4.9 The process for teachers achieving accreditation at Proficient Teacher

This section must be read and applied in conjunction with Appendix 1 of these procedures which provides checklists for the process of accreditation.

4.9.1 Responsibilities of staff involved in the accreditation process of teachers at Proficient Teacher

A checklist for each Department staff member involved in the accreditation of teachers is available at Appendix 1 of these procedures.

4. Accreditation at Proficient Teacher (continued)

4.9.2 Supervisors of teachers

All teachers who are required to be accredited, including casual teachers employed regularly and for block periods, require the ongoing professional support of a supervisor.

Supervisors support teachers in their professional growth and development towards achievement of the standards at Proficient Teacher. They also support the teacher to work through the process of accreditation.

Teachers and supervisors should discuss, schedule, plan for and participate in teaching observations and feedback discussions. The frequency of documented teaching observations and feedback discussions will depend on the level of support required to enable the teacher to demonstrate achievement of the standards at Proficient Teacher. The principal TAA (PT) may act as the supervisor and the TAA (PT) as necessary in smaller schools.

In a variety of contexts supervisors:

- provide guidance for further development of teaching practice and advice on areas for further improvement;
- discuss the type of evidence to be used to make judgements about the teacher's demonstration of the standards at Proficient Teacher;
- provide written feedback on teaching observations as appropriate; and
- advise the teacher on their collection of annotated evidence.

4.9.3 Collection of the teacher's supporting evidence

During the accreditation period teachers are expected to collect, evaluate, annotate and collate samples of their work as supporting evidence to demonstrate their teaching at the level of Proficient Teacher against the **Australian Professional Standards for Teachers**.

Casual teachers may collect this supporting evidence from a variety of schools over time. At whichever school the evidence is collected, it is the responsibility of the casual teacher to have their evidence verified and signed by the relevant principal at that time.

Nature of the evidence

The supporting evidence that teachers are required to collect comprises only the written material normally used in preparing for and delivering teaching programs and assessing and recording student achievement of learning outcomes. Feedback from lesson observations may also be a useful resource.

The supporting evidence for an accreditation report is a sample of a teacher's work. It is not a comprehensive portfolio. It is not necessary to include supporting evidence for each of the 37 standard descriptors. Teachers do not need to submit large quantities of evidence. Avoid lengthy documents.

Annotations

A succinct and thoughtful annotation of why each document demonstrates achievement of the standards is a significant feature of evidence. Each piece of supporting evidence must be annotated by the teacher to demonstrate achievement of one or more standard descriptors of the Australian Professional Standards for Teachers at the level of Proficient Teacher.

Annotations on evidence should briefly:

- note the standard descriptor/s it reflects;
- explain how the document demonstrates these standards;
- 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 supervisor and the TAA (PT) can easily appreciate the teacher's view on the link between the evidence document and the standards.

4. Accreditation at Proficient Teacher (continued)

Preparing evidence for the accreditation report

The teacher, with the assistance of the supervisor, reviews the collected evidence over time and towards the end of the accreditation period, selects the supporting evidence which best demonstrates their teaching at the level of Proficient Teacher.

The focus for submitted evidence is on quality not quantity – the submitted evidence could reasonably be expected to fit into an A4 plastic sleeve if printed.

For example, evidence may be made up of about 6 documents of approximately 3-4 pages each.

Any information that will allow a student or colleague to be identified must be removed from the teacher's submitted evidence. Identification of the school from which the evidence comes is acceptable.

The teacher and the supervisor must sign and date the front (bottom) of each piece of the supporting evidence. This will usually occur during their feedback discussions throughout the accreditation process.

Refer to Appendix 3 for information on the titling of PDF documents.

Further advice on the collection and annotation of evidence is available on the **BOSTES website**.

Casual teachers

Casual teachers who are undertaking sufficient teaching at a school to develop some continuity of teaching experience apply to the principal, who is also the TAA (PT) of that school, to seek support through the accreditation process. The application for support to achieve accreditation, which may have been made through discussion, should be confirmed by the teacher in writing, usually via email.

In preparing to finalise their accreditation, a casual teacher should review their pay advice and teaching records to ensure that they have completed the required teaching service (refer to section 4.6 of these procedures).

Casual teachers should provide to the principal a clear statement:

- seeking support for accreditation at the school; and
- that they have met the Department's service requirement as outlined in section 4.6.

Principals may ask for evidence (e.g. pay advice) if necessary to demonstrate achievement of the teaching service requirements. Provision of evidence is particularly important for teachers seeking to use service in other school sectors as part of their 180 day teaching requirement.

Casual teachers may alternate between casual and temporary engagements. So that teaching documents created and collected as part of the ongoing work of casual teachers may later be used as supporting evidence, they should be signed and dated by the teacher, the supervisor and the principal on the front (bottom) of each piece. This means that casual teachers may have documents signed by more than one supervisor and principal included in their supporting evidence.

The casual teacher is responsible for maintaining his/her collection of supporting evidence.

4.9.4 The BOSTES Accreditation at Proficient Teacher Report

The **Template for the Accreditation at Proficient Teacher Report** is a three page report with a covering checklist. The teacher, the supervisor and TAA (PT) sign the report.

The report:

- describes achievement at Proficient Teacher by commenting on each of the seven standards using language consistent with the Australian Professional Standards for Teachers;
- is specific to the individual teacher's practice (including some examples);
- lists the teacher's attached supporting evidence; and
- is consistent with, and takes into account, all sources of evidence of achievement of the standard descriptors at Proficient Teacher.

4.9.5 The accreditation decision

The Accreditation at Proficient Teacher Report and the accompanying evidence are submitted to the TAA (PT) by the teacher.

As the TAA for accreditation at Proficient Teacher, the decision of the principal as to whether the teacher has demonstrated the standards is final. However, the procedure used in reaching the decision is subject to internal review.

4. Accreditation at Proficient Teacher (continued)

Once the accreditation decision has been made the following documents should be emailed as a PDF from the TAA (PT) to the Professional Standards and Accreditation Officers (PSAO) at the appropriate local Educational Services office:

- evidence; and
- the completed BOSTES Accreditation at Proficient Teacher Report.

The PSAO enters the accreditation decision on the Departments personnel database and forwards documents electronically to BOSTES.

An electronic copy of all documentation should be retained by the principal. The original signed documentation should be returned to the teacher (refer to section 4.9.10 of these procedures).

It is recommended that principal TAAs (PT) consult with their Director, Public Schools NSW prior to making a decision not to accredit.

Where the principal determines that a teacher does not meet the requirements for accreditation, the teacher must be advised by the principal of his/her access to the internal review process and the Administrative Decisions Tribunal process (refer to section 4.9.6 of these procedures).

The principal will also need to advise BOSTES of their decision by completing the **Notification of a Decision to Refuse to Accredit a New Scheme Teacher at Proficient/Professional Competence** form.

4.9.6 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 of the accreditation decision by the TAA (PT).

The request by a teacher for an internal review is to be made to the Executive Director, People and Services.

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.

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

4.9.7 Issue of the Certificate of Accreditation

BOSTES records the accreditation decision and updates the teacher's accreditation status. The Certificate of Accreditation is forwarded to the TAA (PT) for signature and distribution.

4.9.8 BOSTES monitoring process – external assessors

BOSTES conducts an external review process to ensure a consistent and fair application of the Australian Professional Standards for Teachers in all school sectors across NSW.

4.9.9 Record keeping

It is very important that copies of relevant documentation in the process for accreditation at Proficient Teacher are kept.

For example, if the teacher is not recommended for accreditation at Proficient Teacher and wishes to have the decision reviewed, all documentation will be required.

Teachers are responsible for keeping the following documents:

- a copy of signed and dated records of teaching observations and feedback discussions and any other relevant documentation; and
- the Accreditation at Proficient Teacher Report and the supporting evidence. The teacher replaces the copy of the report upon receipt of the copy signed by the TAA (PT).

4. Accreditation at Proficient Teacher (continued)

Supervisors are responsible for keeping the following documents:

- signed and dated records of teaching observations, feedback discussions and any other relevant documentation.

Teacher Accreditation Authorities (PT) are responsible for:

- keeping an electronic copy of the Accreditation at Proficient Teacher Report and the supporting evidence; and
- emailing the Accreditation at Proficient Teacher Report and the supporting evidence as a PDF to the PSAO at the appropriate local Educational Services office.

Educational Services are responsible for:

- ensuring that the accreditation decision is entered on the Department's personnel database against the teacher's record; and

- forwarding the Accreditation at Proficient Teacher Report and the supporting evidence electronically to BOSTES.

The accreditation report and supporting evidence must be forwarded to BOSTES within 21 days of the decision being made.

4.9.10 Responsibility for evidence produced during the accreditation period

It is the responsibility of the teacher to retain his/her evidence of teaching observations, follow up discussions and signed and dated supporting evidence when moving between schools and school systems in NSW.

In cases where the Department is making an accreditation decision for a teacher who commenced his/her accreditation in a non Department school, the Department will require the supporting evidence. Departmental staff may contact the original TAA for clarification.

5. Maintenance of accreditation at Proficient Teacher

5.1 Mandatory requirement to maintain accreditation

It is a mandatory requirement for teachers who are accredited at Proficient Teacher to maintain their accreditation. Refer to section 5.3 of these procedures for timeframes for maintenance of accreditation at Proficient Teacher.

5.2 Maintenance of accreditation at Proficient Teacher

5.2.1 To maintain their accreditation teachers must:

- pay their annual accreditation fee to BOSTES;
- continue to demonstrate their practice against the Australian Professional Standards for Teachers at Proficient Teacher;
- participate in and complete a mandatory minimum of 100 hours of professional development over the required timeframe (refer to section 5.2.2); and

- complete the Maintenance of Accreditation Report for Proficient Teacher.

Permanent teachers must have completed satisfactory annual Performance and Development Plans (PDP) during the maintenance period. Teachers who at some time during the last five years have been placed on an improvement program and who have subsequently been deemed as satisfactory should be verified as meeting the requirements for maintenance of accreditation.

5.2.2 Teachers accredited at Proficient Teacher are required to complete a minimum of 100 hours of professional development over the relevant timeframe to maintain their accreditation. Teachers are to record their completion of professional development online through the BOSTES website using the online Professional Development Participation Log. The teacher can monitor their progress using the online log and can print the Professional Development Progress Report at any stage of the maintenance period. This document must be attached to the maintenance report at the end of the maintenance cycle.

5. Maintenance of accreditation at Proficient Teacher (continued)

The 100 hours professional development comprises:

- at least 50 hours of BOSTES Registered Professional Development which comprises of designated courses delivered by providers endorsed by BOSTES; and
- a balance of Teacher Identified Professional Development which could include courses and programs which are not registered through BOSTES, attendance at conferences, workshops, professional reading, observations, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities.

The Department is an endorsed provider of BOSTES Registered Professional Development. Details of BOSTES Registered courses and programs provided by the Department are available on **My PL@Edu**.

Accredited teachers are required to maintain their own written and online records of professional development. Teachers need to complete an online evaluation of BOSTES Registered Professional Development within three months of the end of the course. Once this evaluation is completed teachers will be registered as having finished the course.

Teachers should record their Teacher Identified Professional Development online through the BOSTES website promptly after completing any professional development activities.

TAAAs (PT) are asked to use the BOSTES online Professional Development Participation Log to verify that the teacher participated in teacher identified professional development. In some schools principals may give this responsibility to supervisors.

Casual teachers must maintain up to date online records and regularly inform BOSTES of the schools in which they are working and have undertaken professional development. This enables BOSTES to update online records and ensure the teacher's record is linked to the school's record. The TAA (PT) is then able to verify the casual teacher's professional development. It is the responsibility of casual teachers to ensure that their online record with BOSTES is current and able to be accessed by a

TAA (PT) before asking a principal to verify their professional development.

5.2.3 As a minimum the 100 hours of professional development completed by teachers accredited at Proficient Teacher must address:

- each standard descriptor contained in Standard 6 of the Australian Professional Standards for Teachers; and
- one standard descriptor in each of the remaining standards (Standards 1, 2, 3, 4, 5, and 7) in the Australian Professional Standards for Teachers.

5.2.4 Following an application to BOSTES, teachers undertaking postgraduate study, and in some circumstances additional undergraduate study, during the maintenance period will be deemed as meeting professional development requirements. Refer to BOSTES for information about postgraduate studies and undergraduate studies which may meet BOSTES requirements.

5.2.5 For further information regarding BOSTES Registered Professional Development and Teacher Identified Professional Development, refer to the BOSTES Professional Learning Policy.

5.3 Timeframes for the maintenance of accreditation at Proficient Teacher

Permanent teachers who are accredited at Proficient Teacher and are employed full time have five years to complete each maintenance of accreditation phase.

Casual and part time teachers who are accredited at Proficient Teacher have seven years to complete each maintenance of accreditation phase.

In cases where a break in teaching service may lead to a teacher accredited at Proficient Teacher being unable to meet the requirements for maintenance of accreditation, these teachers are able to apply for a leave of absence from maintenance of accreditation through BOSTES.

5. Maintenance of accreditation at Proficient Teacher (continued)

For details on grounds for leave of absence requirements refer to section 9 of the BOSTES **Policy for the Maintenance of Accreditation at Proficient/Professional Competence.**

5.4 The process for the maintenance of accreditation at Proficient Teacher

This section must be read and applied in conjunction with Appendix 2 of these procedures which provides checklists for the process for the maintenance of accreditation.

5.4.1 The responsibilities of staff in the process of mandatory maintenance of accreditation at Proficient Teacher

The ongoing professional learning of teachers accredited at Proficient Teacher should be a developmental process whereby the accredited teacher is supported to further refine their professional practice, knowledge and engagement.

Responsibilities for each staff member involved in the maintenance of accreditation at Proficient Teacher are outlined in the checklists at Appendix 2.

5.4.2 The BOSTES Maintenance of Accreditation Report for Proficient Teacher

The BOSTES Maintenance of Accreditation Report for Proficient Teacher is a four page report (with a covering checklist) which is completed and signed by the teacher, verified and signed by the supervisor (as the delegate of the TAA (PT)) and signed by the TAA (PT).

Three months before the end of the maintenance period, the teacher completes the BOSTES Maintenance of Accreditation Report for Proficient Teacher.

Reports on maintenance of accreditation cover the full maintenance period and are submitted three months before the end of the maintenance period. This is to ensure that the accredited teacher demonstrates ongoing teaching practice at Proficient Teacher and reflects on their ongoing development of practice, knowledge and engagement against the standards at

Proficient Teacher as identified on PDPs over the five year maintenance period.

The report should not be completed or submitted until three months before the end of the maintenance period. Reports submitted late will impact upon the length of the next maintenance period.

Three months before the maintenance period is to end, the accredited teacher completes the first three pages of the Maintenance of Accreditation Report for Proficient Teacher by addressing the seven standards of the Australian Professional Standards for Teachers.

The accredited teacher also completes section 1A of the final page.

5.4.3 The maintenance of accreditation decision

The TAA (PT) makes the final maintenance of accreditation decision based on the verified continued professional development as recorded in the Professional Development Progress Report and the verified Maintenance of Accreditation Report for Proficient Teacher.

TAA (PT) are also able to use the BOSTES online database available through the TAA portal on the BOSTES website as necessary.

In cases in which the accredited teacher's maintenance is confirmed, the teacher begins the next phase of maintenance of accreditation at Proficient Teacher.

It is recommended that principal TAAs (PT) consult with their Director, Public Schools NSW prior to making a decision not to maintain accreditation at Proficient Teacher.

In cases in which the TAA (PT) decides that the teacher's accreditation has not been maintained, the teacher must be advised of his/her access to the internal review process and the NCAT process.

Teachers who fail to meet the requirement to maintain their accreditation within their relevant period are no longer eligible to continue teaching in any NSW school.

5. Maintenance of accreditation at Proficient Teacher (continued)

5.4.4 The Department's internal review process

A request by a teacher accredited at Proficient Teacher for an internal review of the decision that their accreditation has not been maintained follows the same process that applies during the accreditation at Proficient Teacher phase. Refer to section 4.9.6 of these procedures for details on the internal review process.

If the decision to not maintain accreditation is upheld following the internal review, the teacher may apply to the NCAT.

5.4.5 Maintenance of accreditation for non school based staff

Teachers who are accredited at Proficient Teacher and are subsequently employed in a non school based position in the Department (for example as a senior education officer) for five years or more after 1 January 2005 can choose to:

- i. maintain their accreditation at Proficient Teacher.

Teachers who take this option would generally be those teachers who are employed in non school based teaching service positions. There may need to be some flexibility to ensure classroom practice, relevant in-school

experiences and professional development are maintained so that valid comments regarding progress against all standards at Proficient Teacher can be made.

Such accredited teachers should negotiate how they will meet their maintenance of accreditation requirements with their line manager and the TAA (where applicable). Line managers are required to work with the accredited teacher to assist the teacher to comply with maintenance of accreditation requirements.

For additional information refer to section 7 of the BOSTES **Policy for the Maintenance of Accreditation at Proficient/Professional Competence**.

OR

- ii. apply to BOSTES for a leave of absence from maintenance of accreditation during their period of employment in a non school based position not related to teaching.

For further information refer to section 9 of the BOSTES **Policy for the Maintenance of Accreditation at Proficient/Professional Competence**.

6. Ceasing accreditation

If a teacher fails to meet the requirements of accreditation within the maximum timeframe their provisional or conditional accreditation ceases and they are no longer eligible to teach in any NSW school.

For further information in relation to ceasing the provisional or conditional accreditation of teachers when the maximum period has expired without achieving Proficient Teacher refer to BOSTES.

7. Revocation of accreditation

Accreditation can be revoked:

- on general grounds; for example, guilty of a serious offence, for serious misconduct leading to dismissal and failure to comply with conditions of accreditation; and/or

- for failing to comply with the requirements of the Australian Professional Standards for Teachers.

For further information on revocation of accreditation refer to the BOSTES policy **Notification of a decision to revoke the Provisional or Conditional Accreditation of a New Scheme Teacher**.

8. Contacts and key resources

For information including policy regarding the accreditation processes, leave and extensions of the accreditation period, a guide to support the collection of evidence, and information on keeping personal records up to date contact the Board of Studies, Teaching and Educational Standards:

<http://www.BOSTES.nsw.edu.au/wps/portal/home>

Tel: 1300 739 338

For information about procedures for provisional/conditional accreditation contact the Board of Studies, Teaching and Educational Standards:

<http://www.BOSTES.nsw.edu.au/wps/portal/home>

Tel: 1300 739 338

The Accreditation at Proficient Teacher Report and the Maintenance of Accreditation Report for Proficient Teacher are available at

<http://www.nswteachers.nsw.edu.au/Main-Professional-Teaching-Standards/national-professional-standards-for-teachers/>

9. Other resources

Website for the **Australian Institute for Teaching and School Leadership**

Appendix 1

Checklists for staff involved in the process of accreditation at Proficient Teacher

APPENDIX 1A

Checklist for teachers involved in the process of accreditation at Proficient Teacher

I have:

- | | | |
|----|---|--------------------------|
| 1 | ensured that my principal TAA (PT), and supervisor, are aware of my stage of accreditation and the date of the end of my current accreditation period (refer to BOSTES if unsure) or (if a casual teacher) discussed with the principal that I am seeking support to complete my accreditation at that school | <input type="checkbox"/> |
| 2 | provided my principal TAA (PT) with a copy of my approval to teach letter and my BOSTES accreditation number | <input type="checkbox"/> |
| 3 | paid my fees to BOSTES and advised them of any changed contact details or employment status, if applicable | <input type="checkbox"/> |
| 4 | become familiar with the relevant documents concerning accreditation at Proficient Teacher by reading the available information from BOSTES and the Department | <input type="checkbox"/> |
| 5 | actively participated in my school's induction program | <input type="checkbox"/> |
| 6 | been allocated a supervisor (can be principal (TAA (PT))) and we are communicating regularly about my support needs and professional practice | <input type="checkbox"/> |
| 7 | identified my accreditation requirements on my PDP and participated in teaching observations and feedback discussions with my supervisor | <input type="checkbox"/> |
| 8 | documented my development against the Australian Professional Standards for Teachers with the help of my supervisor | <input type="checkbox"/> |
| 9 | kept my pay advice as proof of my teaching service (applicable to casual teachers only) | <input type="checkbox"/> |
| 10 | collected and appropriately annotated my evidence, which could fit into an A4 plastic sleeve, to support my application for accreditation | <input type="checkbox"/> |
| 11 | signed and dated the supporting evidence at the front (bottom) of each piece | <input type="checkbox"/> |
| 12 | signed and dated (and written a statement if desired) section 1A of the last page of the Accreditation at Proficient Teacher Report | <input type="checkbox"/> |
| 13 | kept copies of documentation including supporting evidence throughout the accreditation process | <input type="checkbox"/> |
| 14 | become familiar with the internal review process should I need to seek an internal review of a decision not to accredit | <input type="checkbox"/> |

APPENDIX 1B

Checklist for supervisors involved in the process of accreditation at Proficient Teacher

I have:

- | | | |
|----|--|--------------------------|
| 1 | become familiar with the relevant documents concerning accreditation of teachers at Proficient Teacher by reading the available information from BOSTES and the Department | <input type="checkbox"/> |
| 2 | become aware of the teacher's stage of accreditation and the date of the end of their current accreditation period and if supporting a casual teacher to complete their accreditation, have emailed them to confirm this | <input type="checkbox"/> |
| 3 | supported the teacher's participation in the school's induction program | <input type="checkbox"/> |
| 4 | communicated regularly with the teacher about their support needs and professional practice | <input type="checkbox"/> |
| 5 | negotiated a plan for conducting observations of the teacher's lessons | <input type="checkbox"/> |
| 6 | conducted teaching observations and feedback discussions with the teacher as identified on their PDP | <input type="checkbox"/> |
| 7 | kept copies of relevant documents throughout the accreditation process as they may be required in a review of an accreditation decision | <input type="checkbox"/> |
| 8 | assisted the teacher to collect and appropriately annotate the most relevant supporting evidence | <input type="checkbox"/> |
| 9 | signed and dated the supporting evidence at the front (bottom) of each piece | <input type="checkbox"/> |
| 10 | completed the Accreditation at Proficient Teacher Report or provided advice and assistance to the TAA (PT) (as required) to assist him/her to complete the Accreditation at Proficient Teacher Report | |
| 11 | discussed the completed Accreditation at Proficient Teacher Report with the teacher requiring accreditation | |
| 12 | ensured the teacher has signed Section 1A of page 3 of the Accreditation at Proficient Teacher Report | |
| 13 | signed and dated section 1B of the Accreditation at Proficient Teacher Report | <input type="checkbox"/> |
| 14 | made sure supporting evidence does not identify a student or a colleague | |
| 15 | for casual teachers, checked each piece of the evidence is signed and dated at the front (bottom) of the piece by the teacher and a principal if it was not collected from my school | |
| 16 | become familiar with the internal review process should the teacher seek a review of the accreditation decision | <input type="checkbox"/> |
| 17 | informed the teacher of the internal review process should they seek a review of the accreditation decision | <input type="checkbox"/> |

APPENDIX 1C

Checklist for the Teacher Accreditation Authority involved in the process of accreditation at Proficient Teacher

I have:

- | | | |
|----|---|--------------------------|
| 1 | checked the accreditation status and date of the end of the current accreditation period of teacher/s employed in my school and if I am supporting a casual teacher in their accreditation, have emailed them to confirm this support | <input type="checkbox"/> |
| 2 | assigned an experienced supervisor to support each teacher and ensured a structured induction is provided as identified on their PDP (the principal may act as the supervisor and the TAA (PT) as necessary in smaller schools) | <input type="checkbox"/> |
| 3 | ensured the supervisors and teachers requiring accreditation are familiar with the documents and resources related to accreditation at Proficient Teacher | <input type="checkbox"/> |
| 4 | supported supervisors to ensure quality guidance and supervision has been provided to teachers requiring accreditation in schools | <input type="checkbox"/> |
| 5 | where needed, implement procedures for teachers who are experiencing difficulties prior to making an accreditation decision | <input type="checkbox"/> |
| 6 | processed the BOSTES Accreditation at Proficient Teacher Report and the teacher's supporting evidence on receipt | <input type="checkbox"/> |
| 7 | reviewed and made a decision regarding accreditation at Proficient Teacher taking into account the written recommendation of the supervisor, the teacher's supporting evidence and the teacher's service requirements. | <input type="checkbox"/> |
| 8 | consulted with the Director, Public Schools NSW prior to making a decision not to accredit (for principals as the TAA (PT)) | <input type="checkbox"/> |
| 9 | completed the Accreditation at Proficient Teacher Report by signing section 2 (meets the requirements) or section 3 (does not meet the requirements) | <input type="checkbox"/> |
| 10 | kept electronic copies of the completed accreditation at Proficient Teacher Report and evidence which is important for cases where I decide, as TAA (PT), not to accredit | <input type="checkbox"/> |
| 11 | forwarded the BOSTES Accreditation at Proficient Teacher Report with the teacher's supporting evidence via email to Educational Services within 5 days | <input type="checkbox"/> |
| 12 | given the signed original of the BOSTES Accreditation at Proficient Teacher Report to the teacher | <input type="checkbox"/> |
| 13 | in cases where the decision is not to accredit I have advised BOSTES of the decision in writing | <input type="checkbox"/> |
| 14 | in cases where the decision is not to accredit I have advised the teacher of their access to the internal review process | <input type="checkbox"/> |
| 15 | signed the BOSTES Certificate of Accreditation and presented it to the teacher upon receipt from BOSTES. | <input type="checkbox"/> |

Appendix 2

Checklists for staff involved in the process of maintenance of accreditation at Proficient Teacher

APPENDIX 2A

Checklist for accredited teachers involved in the process of maintenance of accreditation at Proficient Teacher

I have:

- | | | |
|----|---|--------------------------|
| 1 | paid my annual fee to BOSTES | <input type="checkbox"/> |
| 2 | been assigned a supervisor who will support me (can be principal TAA (PT)) | <input type="checkbox"/> |
| 3 | demonstrated ongoing teaching practice at Proficient Teacher throughout the maintenance period as identified on my PDP | <input type="checkbox"/> |
| 4 | developed my understanding of Professional Development and the difference between BOSTES Registered Professional Development and Teacher Identified Professional Development | <input type="checkbox"/> |
| 5 | documented my 100 hours of professional development, which addresses all standard descriptors in Standard 6 and one standard descriptor in Standards 1, 2, 3, 4, 5 and 7 of the Australian Professional Standards for Teachers, with BOSTES using the online Professional Development Participation Log | <input type="checkbox"/> |
| 6 | evaluated my BOSTES Registered Professional Development activities within three months of completion of each activity using the online Professional Development Participation Log | <input type="checkbox"/> |
| 7 | recorded and reflected on my progress against the standards and commented on my ongoing competence by completing the Maintenance of Accreditation Report for Proficient Teacher and signing section 1A, no sooner than three months before the end of my maintenance period | <input type="checkbox"/> |
| 8 | printed my Professional Development Progress Report and attached it to my report | <input type="checkbox"/> |
| 9 | discussed my report with my supervisor and/or principal | <input type="checkbox"/> |
| 10 | received a copy of the final decision to maintain accreditation from my TAA (PT) | <input type="checkbox"/> |
| 11 | if successful, begun the next maintenance cycle | <input type="checkbox"/> |

APPENDIX 2B

Checklist for supervisors involved in the process of maintenance of accreditation at Proficient Teacher

I have:

- | | | |
|----|--|--------------------------|
| 1 | familiarised myself with BOSTES requirements in terms of professional development for maintenance of accreditation | <input type="checkbox"/> |
| 2 | planned and provided ongoing support to the accredited teacher in order for them to maintain proficient practice through Performance and Development practices | <input type="checkbox"/> |
| 3 | encouraged the accredited teacher to participate in appropriate professional development | <input type="checkbox"/> |
| 4 | encouraged and supported the accredited teacher in using the online Professional Development Participation Log to enter professional development activities | <input type="checkbox"/> |
| 5 | encouraged and supported the accredited teacher to evaluate their completed professional development activities using the online Professional Development Participation Log | <input type="checkbox"/> |
| 6 | ensured the accredited teacher is informed of their responsibilities in completing their Maintenance of Accreditation Report for Proficient Teacher no sooner than three months before the end of the maintenance period | <input type="checkbox"/> |
| 7 | engaged in a professional discussion with the accredited teacher to facilitate the teacher's reflection on their practice | <input type="checkbox"/> |
| 8 | verified the Maintenance of Accreditation Report for Proficient Teacher by checking Professional Development Progress Report and signing section 1B on the final page of the report | <input type="checkbox"/> |
| 9 | confirmed the completed report is given to the principal for a recommendation regarding the maintenance of accreditation | <input type="checkbox"/> |
| 10 | familiarised myself with the internal review process and the NSW Civil and Administrative Tribunal (NCAT) process. | <input type="checkbox"/> |

APPENDIX 2C

Checklist for the Teacher Accreditation Authority involved in the process of maintenance of accreditation at Proficient Teacher

I have:

- | | | |
|----|--|--------------------------|
| 1 | familiarised myself with BOSTES requirements in terms of professional development for maintenance of accreditation | <input type="checkbox"/> |
| 2 | developed my understanding of my responsibilities in the maintenance of accreditation process for both permanent and casual teachers | <input type="checkbox"/> |
| 3 | assigned an experienced teacher as supervisor to support the accredited teacher (the principal may act as the supervisor and the TAA (PT) as necessary in smaller schools) | <input type="checkbox"/> |
| 4 | ensured effective whole school systems of communication about appropriate professional development opportunities are in place | <input type="checkbox"/> |
| 5 | encouraged accredited teachers and all staff to actively participate in appropriate professional development and ensured these are identified on their PDP | <input type="checkbox"/> |
| 6 | discussed the Maintenance of Accreditation Report for Proficient Teacher with the accredited teacher towards the end of the maintenance period so that it is prepared before the end of the maintenance period | <input type="checkbox"/> |
| 7 | checked the Professional Development Progress Report attached to the report and electronically verified the accredited teacher's minimum of 100 hours of professional development is complete by using the BOSTES online database if necessary | <input type="checkbox"/> |
| 8 | consulted with the Director, Public Schools NSW prior to making a decision not to maintain accreditation (for principals as the TAA (PT)) | <input type="checkbox"/> |
| 9 | made the final maintenance of accreditation decision at section 2 or section 3 of the Maintenance of Accreditation Report for Proficient Teacher | <input type="checkbox"/> |
| 10 | in cases when the teacher's accreditation has not been maintained, advised the teacher in writing of their access to the internal review process and the NSW Civil and Administrative Tribunal (NCAT) process | <input type="checkbox"/> |
| 11 | in cases where the decision is not to accredit, advised BOSTES of the decision in writing | <input type="checkbox"/> |
| 12 | kept an electronic copy of the endorsed maintenance report | <input type="checkbox"/> |
| 13 | emailed the maintenance report to Educational Services within 5 days | <input type="checkbox"/> |
| 14 | given the original signed maintenance report to the teacher | <input type="checkbox"/> |

Appendix 3

Principles for managing accreditation documents

The process of managing accreditation reports and forwarding them to BOSTES will involve the work of the Professional Standards and Accreditation Officers.

Record keeping

Keep a local record of receipt and movement of reports and evidence to assist with follow up queries. TAAs (PT) need to keep a copy of the report and evidence at least until the period of a possible appeal against the decision has elapsed (i.e. for 28 days).

Use email to circulate documents

Email is the recommended means of transferring accreditation reports and evidence between schools, administration officers and TAAs. Attach reports and evidence as PDF documents. Use the teacher's name in the title of emails to facilitate searching for a record of communication when queries arise.

Scan documents as efficiently as possible

Scanned evidence and annotations need to be legible when copied. Teachers are advised to limit the volume of the evidence they submit. See section 4.9.3 of these procedures.

Use of electronic signatures

Electronic signatures are acceptable on accreditation paperwork where schools and TAAs (PT) prefer their use.

Appendix 3 (continued)

Title PDF documents accurately

Consistent titling of documents assists BOSTES with the upload process and facilitates the storage of documents into the Department's TRIM record management system, if required.

The following title conventions are required to be used:

1. For accreditation reports

Teacher Number (BOSTES) - PTR - Full Name

Example:

223569 - PTR - Mary Matthews

2. For evidence to accompany accreditation reports

Teacher Number (BOSTES) - PTE - Full Name

Example:

223569 - PTE - Mary Matthews

3. For maintenance of accreditation reports

Teacher Number (BOSTES) - MPTR - Full Name

Example:

223569 - MPTR - Mary Matthews

4. For the Professional Development Progress report

Teacher Number (BOSTES) - MPTE - Full Name

Example:

223569 - MPTE - Mary Matthews