



Education  
Public Schools

MAINTAINING  
PROFICIENT  
ACCREDITATION

PRE-2004  
TEACHER

SUPERVISOR OR  
TAA FOR  
ACCREDITATION

COMPLETED OR  
STARTED HIGHER  
LEVEL OF  
ACCREDITATION

POST-2004  
TEACHER  
NOT YET ACCREDITED

What is your  
accreditation status?  
*Grab a card at the start  
of the session.*

# *A Brave New World for Teacher Quality*

Valentine PS Staff Development Day | Term Three | 2016

# Acknowledgment of Country



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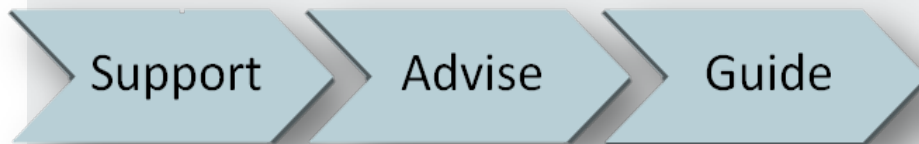
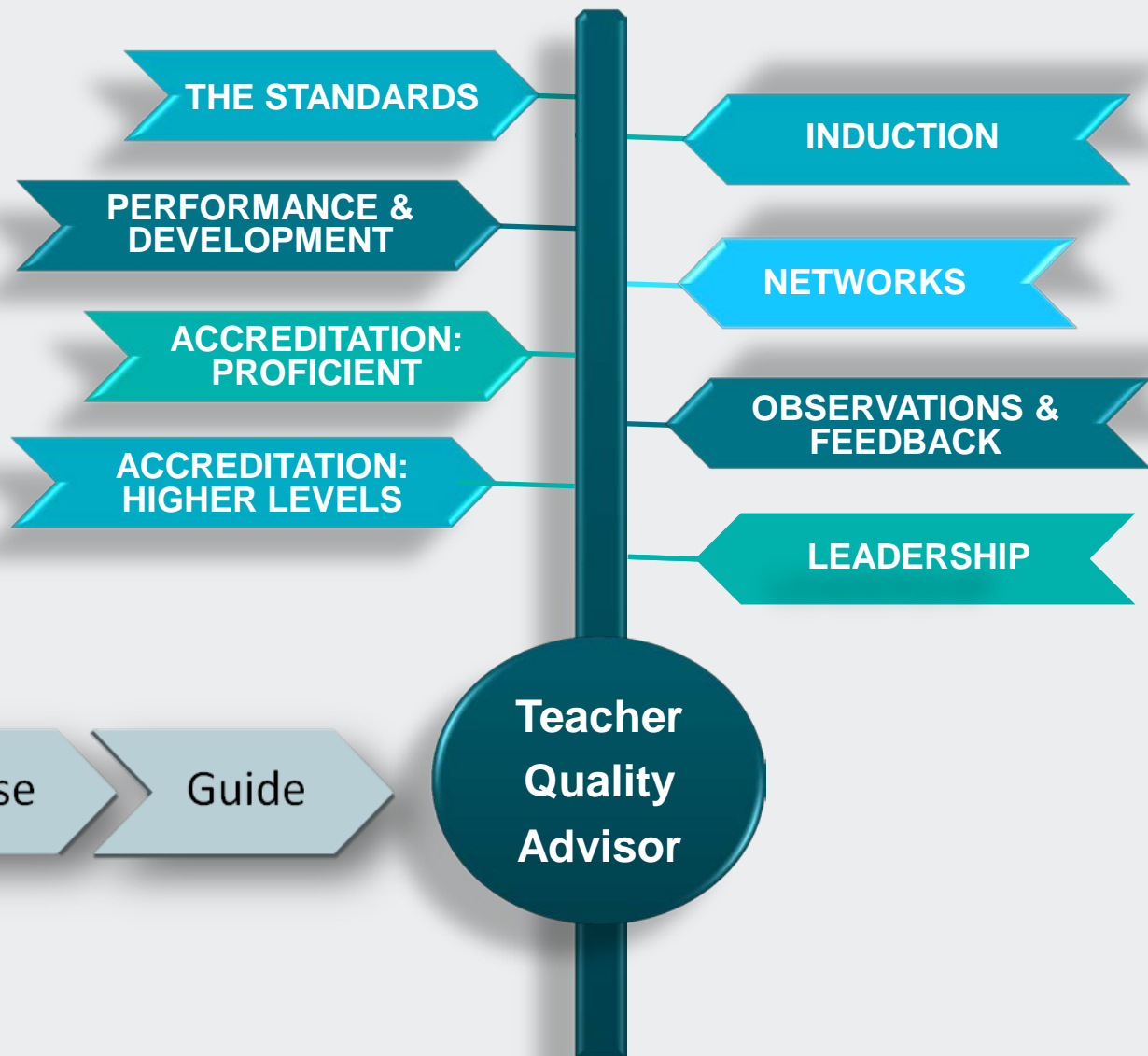
A LITTLE BIT  
**ABOUT**  
*me...*

*and...*

**EDUCATIONAL  
SERVICES**



Education  
Public Schools



**Teacher  
Quality  
Advisor**

# EDUCATIONAL SERVICES

Tamworth  
Operational  
Directorate

**614 SCHOOLS**



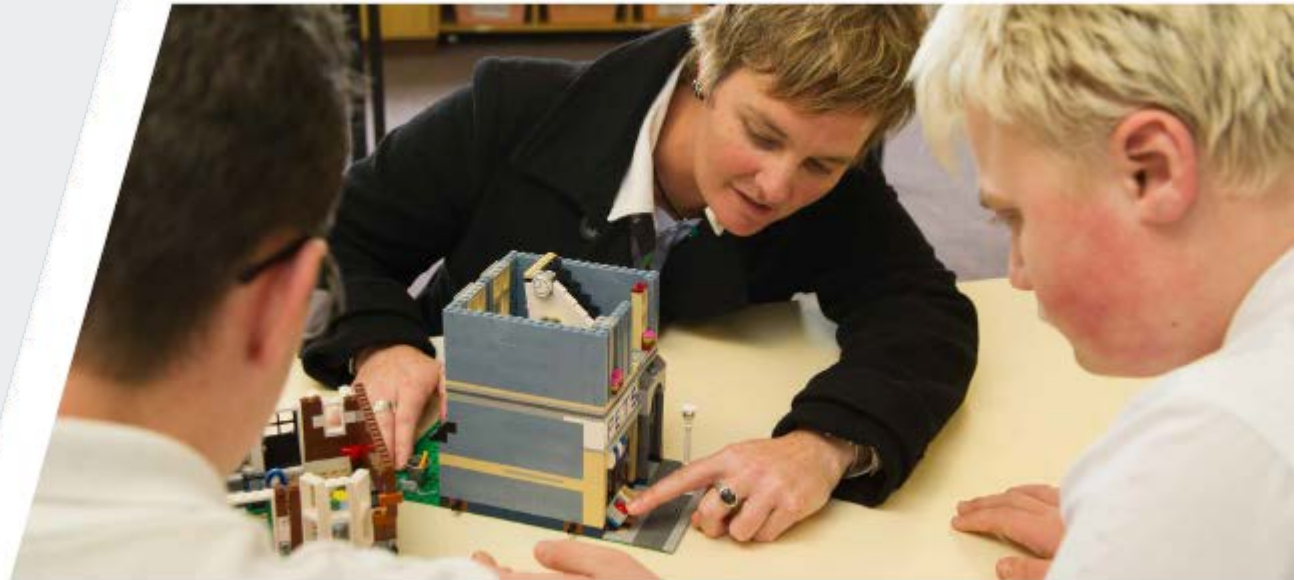
# EDUCATIONAL SERVICES

Tamworth  
Operational  
Directorate

## Positions and *equivalent* for teaching positions

Coordinator	PEO	Principal
Advisor	SEO2	DP
Officer	SEO1	HT/AP

# 160 EDUCATIONAL SERVICES STAFF



# EDUCATIONAL SERVICES

Tamworth  
Operational  
Directorate

## 12 EDUCATION OFFICES



## 18 PRINCIPAL NETWORKS

**OPPORTUNITIES**

Aboriginal Education and Wellbeing Advisor (SEO2)  
Aboriginal Education and Wellbeing Officer (SEO1)  
Arts Coordination Officer (SEO1)  
Curriculum Advisor (SEO2)  
Learning and Wellbeing Coordinator (PEO)  
Learning and Teaching Coordinator (PEO)  
Learning and Wellbeing Advisor (SEO2)  
Learning and Wellbeing Officer (SEO1)  
Out of Home Care Coordinator (SEO1)  
Road Safety Education Officer (SEO1)  
Senior Pathways Advisor (SEO2)  
Senior Pathways Officer (SEO1)  
Sports Coordination Officer (SEO1)

Teacher Quality Advisor (SEO2)





# WWW.PDFCONNECT.weebly.com

A performance and development toolkit



All resources shared in today's session may be found on **PDFConnect**. A copy of the presentation is available on the **blog**.

# What will we be looking at *today*?



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What are the differences between the **FOUR** career stages associated with accreditation?

How do I find support?

What does it mean to be a **proficient teacher** and to *maintain* this level of accreditation over time?

How does the **PDF** support accreditation?



What is the **role of the supervisor** in these processes?

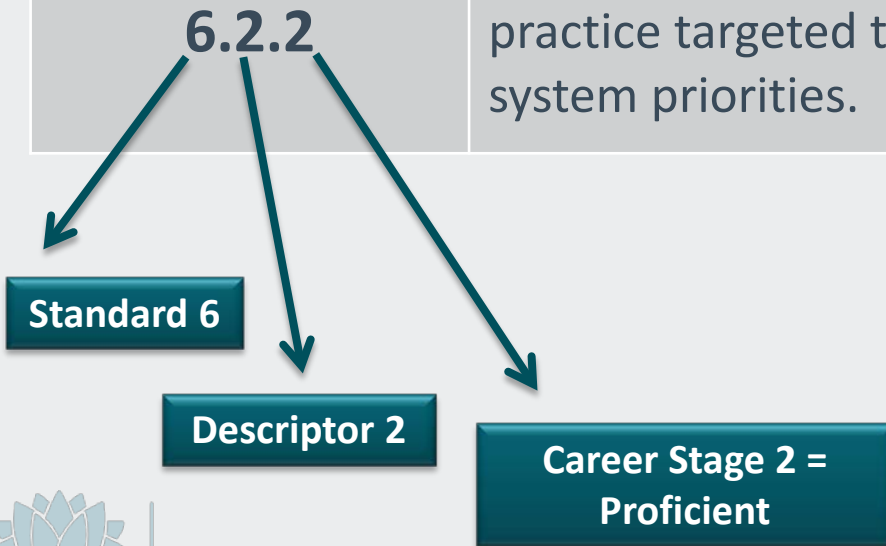
How will **my PDP** help me to maintain my accreditation?

Where can I access resources and **professional learning**?

Leadership *pathways* – how do you apply for the **higher levels of accreditation**?

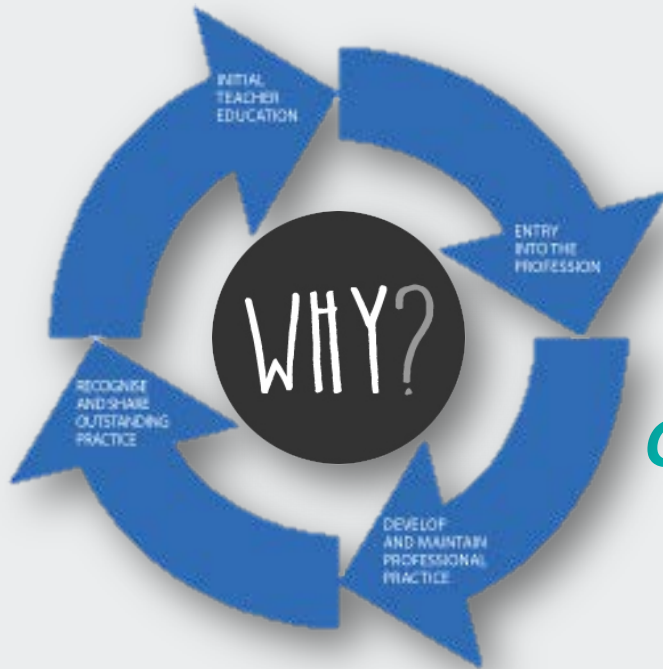
# Today's professional learning session and the *Australian Professional Standards for Teaching*

Standard Descriptor	How this meeting addresses the Standard
6.2.2	Participate in learning to update knowledge and practice targeted to professional needs and/or school system priorities.



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# The *big* picture...



Launched in 2013, the NSW Government's *Great Teaching, Inspired Learning – A Blueprint for Action* includes **47 actions** for improving **teacher quality** and **student learning outcomes** in NSW schools.





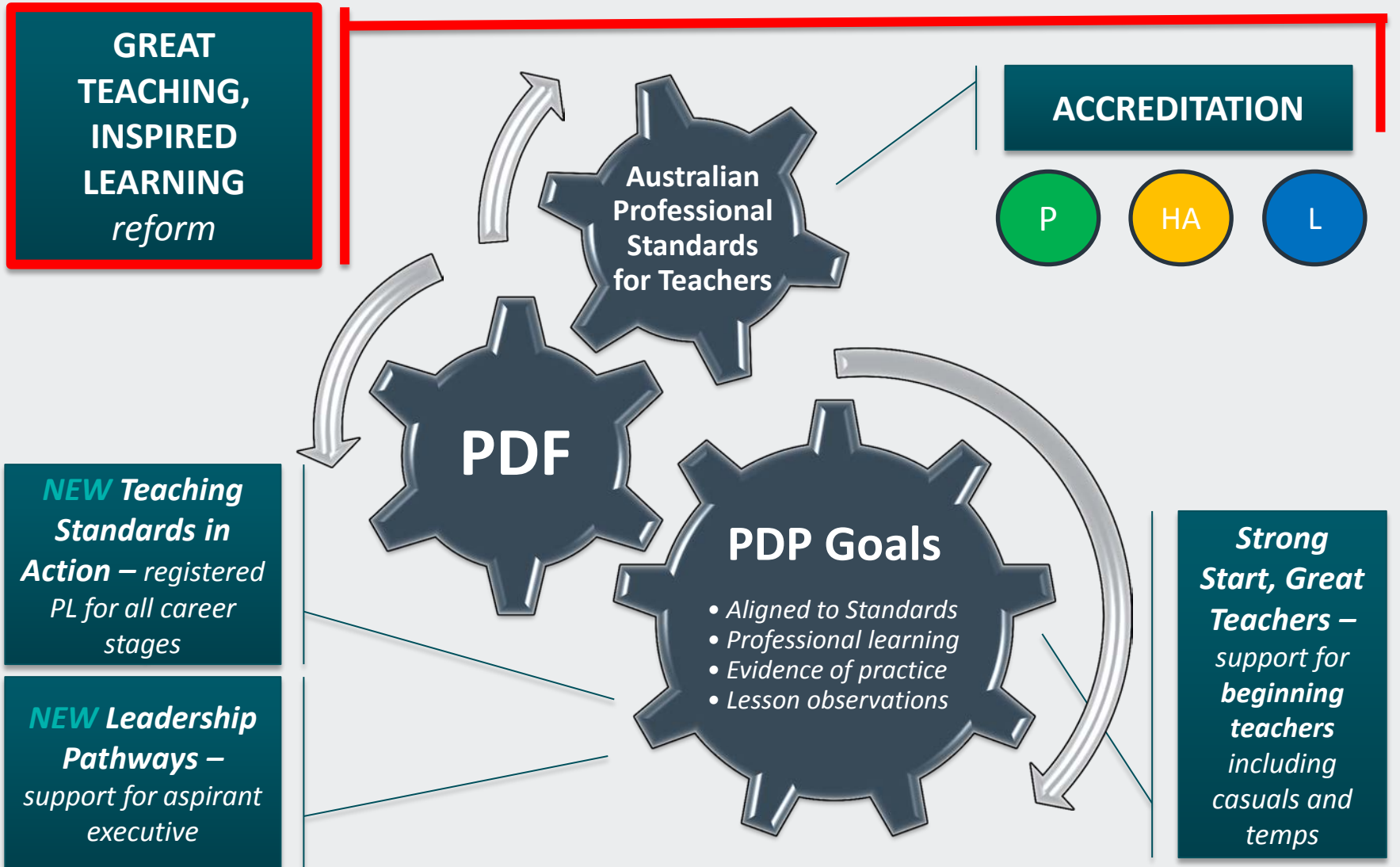
GTIL recommended a review of teacher accreditation.

This led to the **Amended Teacher Accreditation Act (2014)** which legislates that *every teacher in NSW must be accredited by 2018.*

*The Australian Professional Standards for Teachers will be the **benchmark** to achieve this.*



# Teacher Quality *in Action*



WHY?

WHY?

WHY?

WHY?

WHY?

# The purpose of *accreditation*

- To recognise and certify a teacher's **holistic** achievement of the *Australian Professional Standards for Teachers* - across **all seven Standards**
- To provide a **structured induction** into teaching for *all* teachers
- To demonstrate **ongoing quality teacher practice** *over time* - which is developmental and *not a one-off experience*



**By 1 January 2018, *everyone*  
in this room (who is still  
teaching in *any* capacity) will  
be **accredited.****

# What is your current *accreditation* status?

**PRE-2004  
TEACHER**

**SUPERVISOR OR  
TAA FOR  
ACCREDITATION**

**POST-2004  
TEACHER  
NOT YET ACCREDITED**

**MAINTAINING  
PROFICIENT  
ACCREDITATION**

**COMPLETED OR  
STARTED HIGHER  
LEVEL OF  
ACCREDITATION**



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# PRE-2004 TEACHER

I am a permanent, casual or temporary teacher / AP / HT / DP or principal who started teaching in NSW before 2004.

**I will become accredited via the PDF cycle.**



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PRE-2004  
TEACHER

*In your network, this is  
around 70% of  
permanent teachers.*

**47,000 pre-2004  
teachers need to  
transition onto  
proficient accreditation  
status by 1 January 2018.**

**POST-2004  
TEACHER  
NOT YET ACCREDITED**

I am a permanent, casual or temporary teacher ***with provisional or conditional accreditation*** who started teaching in NSW **after 2004.**

**I will become accredited by submitting an application to a TAA in accordance with the DoE procedures.**



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POST-2004  
TEACHER  
NOT YET ACCREDITED

**37,000 post-2004  
teachers, who are  
provisionally accredited,  
*need to submit an  
application for proficient  
accreditation by 2018.***

# MAINTAINING PROFICIENT ACCREDITATION

I am a permanent, casual or temporary teacher who is **maintaining my accreditation as a proficient teacher.**

**I will maintain my accreditation against the 7 Standards by engaging in *at least 100 hours of professional development and submitting a report to a TAA every 5 years (or 7 years for a casual/temp)***



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**34,000 teachers, who are  
accredited need to  
*maintain their proficient  
status.***



**COMPLETED *OR*  
STARTED HIGHER  
LEVEL OF  
ACCREDITATION**

**I am an experienced teacher or executive who is heavily involved in leadership aspects across the school.**

I am maintaining a higher level of accreditation OR have started the higher levels process which is the focus of my PDP and ongoing professional development.



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COMPLETED OR  
STARTED HIGHER  
LEVEL OF  
ACCREDITATION

Currently less than 1% of teachers who started the process, have gained accreditation at these levels. The current success rate for submissions is 50%.

**1,600 teachers** have started the **higher levels accreditation process** and *need ongoing support.*

# SUPERVISOR OR TAA FOR ACCREDITATION

I am an AP / HT / DP / Principal, or an experienced teacher, **who currently acts as a supervisor or TAA for teachers requiring accreditation.**

I provide support for our **permanent, casual and temporary teachers** in relation to all aspects of accreditation.

**School principals and executive teachers will also be accredited at proficient level by 2018**, as they are responsible for curriculum and assessment and will be making decisions about the accreditation of teachers in their school.

**To provide leadership in quality teaching practice**, it is critical that principals and executive teachers are accredited and meet the same ongoing professional learning requirements as classroom teachers.



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# Accreditation will happen in one of

*two ways...*

PRE-2004  
TEACHER

## Pre-2004 Teachers

- Through the **PDF process**:
- PDP
- Observations of practice
- Professional learning
- PD reviews
- TAA signs off
- “Sleeping Beauty” clause - *no collection of evidence as a portfolio*

POST-2004  
TEACHER  
NOT YET ACCREDITED

## Post-2004 Teachers

- Through **application** to the TAA – *annotating a portfolio of evidence*
- *Still* participates in PDF process
- *Still* completes probationary year as part of PDF process – *if permanent*

# Pre-2004 school teacher accreditation scheme

## Who must be accredited from 1 January 2018?

All teachers working in a NSW school including:

- Permanent, temporary and casual classroom teachers
- Executive teachers
- Principals
- Teachers who may teach outside the classroom, such as a teacher counsellors, teacher librarians and teacher careers advisors.
- Pre-2004 school teachers working in NSW in teaching related positions outside a school.

# Pre-2004 school teacher accreditation scheme

**Your Teacher Accreditation Authority (TAA) will accredit you at the level of Proficient Teacher by 31 December 2017 provided you have:**

- A bachelor or post graduate **degree** in any discipline and/or a teaching qualification
- A current Working With Children Check clearance (**WWCCC**)
- To have paid your **2018 accreditation fee to BOSTES**. You will receive an invoice and need to pay the fee in 2017
- Been **working in a NSW school** or a teaching related position outside a school since ***before* 1 October 2004**, or to be returning from a career break of less than five years
- An ongoing **relationship with an employer** (for casuals)

PRE-2004  
TEACHER

# Pre-2004 school teacher accreditation scheme

To be accredited you also must have:

**Successfully demonstrated your practice against the *Australian Professional Standards for Teachers* as part of your PDP cycle.**

This includes: *engaging in ongoing **professional learning** to work towards PDP goals, completing required **observations**, **self-assessment** and **review** requirements.*

# Accreditation *Career Stages*

There are *four key stages* of accreditation



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COMPLETED OR  
STARTED HIGHER  
LEVEL OF  
ACCREDITATION

# Leadership *Pathways*

There are *several* leadership pathways.

- **Accreditation** at the higher levels (HA or Lead)
- **Executive role** via promotion (merit selection)
- **Principal Leadership and Management Credential**



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*These pathways often intertwine and are not mutually exclusive of each other...*

# What *level of accreditation* am I?

The Standards are a holistic framework which represent ***all aspects*** involved in the role of a teacher.

By mapping the Standards across **four** stages a **teacher can clearly see how their capabilities *may evolve*** as they progress through their professional career.

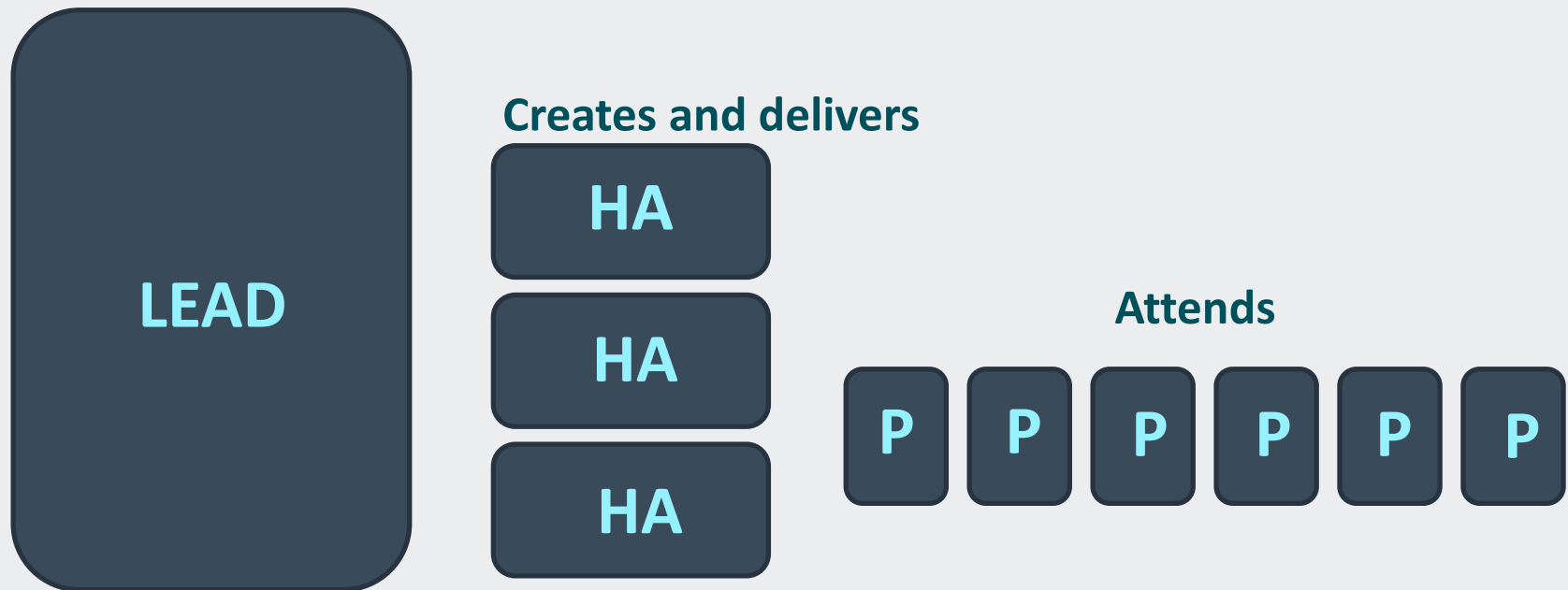


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# How do I know which *Career Stage* I'm working at?

When it comes to *professional learning* a teacher mostly...

Plans, initiates, develops,  
evaluates





# What's the *difference*?

## Four Career Stages of Accreditation

In small groups,  
decide **which**  
**descriptors** *fit* each  
**career stage** for the  
Standard you've been  
assigned.

Use a copy of the  
Standards to check  
your choices.

Model high-level teaching  
knowledge and skills and work with  
colleagues to use current ICT...

Support colleagues using current  
and comprehensive knowledge of  
content...

Lead initiatives within the school to  
evaluate and improve...

What do the *verbs* tell you?

**ANSWERS**

# Comparing the *verbs*

**H A**

**I**

**Select** from a flexible and effective repertoire of teaching strategies...

**Lead** colleagues to **select** and **develop** teaching strategies...

**Expand** understanding of...

**Lead** processes to **evaluate**...

**Support** colleagues to **develop** effective teaching strategies...

**Evaluate** and **revise** school learning and teaching programs...

**Provide** advice and **support** to colleagues... using knowledge of and support from community representatives...

**Develop** teaching programs... **engaging** in collaborative relationships with community representatives and parents...

**Evaluate** learning and teaching programs...

**Lead** colleagues to **evaluate** the effectiveness of learning and teaching programs...

**Work** with colleagues...

**Initiate** and **lead**...



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# *Looking more closely at* **accreditation**

SUPERVISOR OR  
TAA FOR  
ACCREDITATION

In July of 2015 **principals**  
**became the TAA (PT)** for  
*proficient* levels of  
accreditation.



*The role of the  
supervisor* in this  
process is *paramount*.



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What is the role of **supervisors** of teachers seeking *and* maintaining **proficient** accreditation?





Know the DoE Procedures, the Standards and where to find support documents

Provide ongoing feedback as part of PDF cycle

Ongoing support for permanent, temporary and casual teachers

Maintain admin systems to support the process



Provide, or know where to access, relevant professional learning

Lesson observations for beginning teachers

Write and sign the final accreditation report (for initial accreditation applications)

Provide accreditation recommendation to principal as TAA (PT)

POST-2004  
TEACHER  
NOT YET ACCREDITED

PRE-2004  
TEACHER

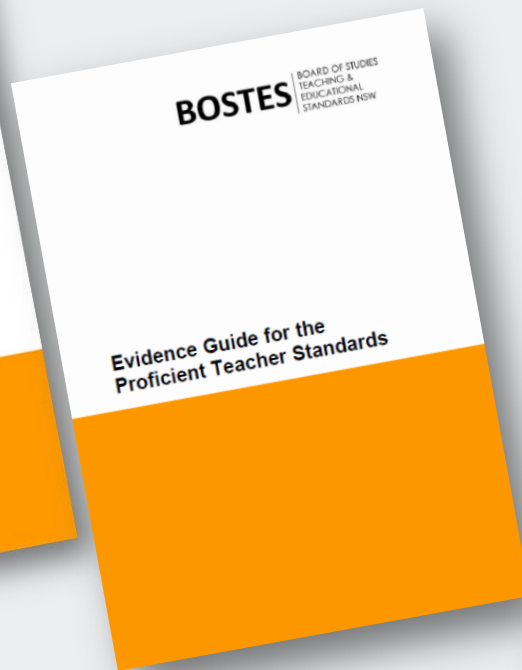
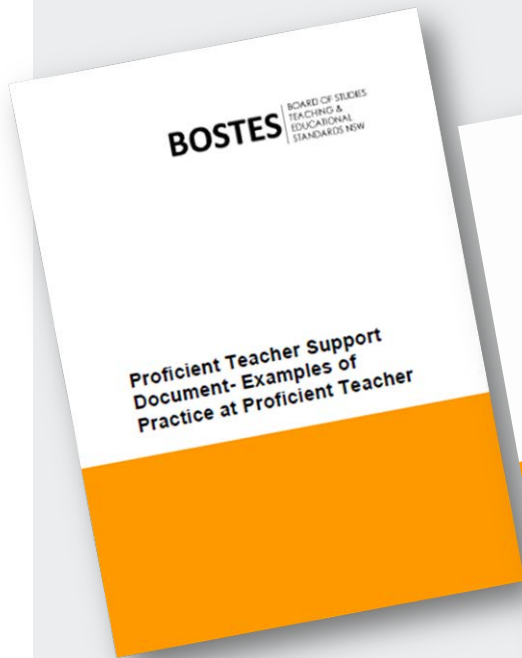
MAINTAINING  
PROFICIENT  
ACCREDITATION

SUPERVISOR OR  
TAA FOR  
ACCREDITATION

# What *should be* my “go to” accreditation resources?



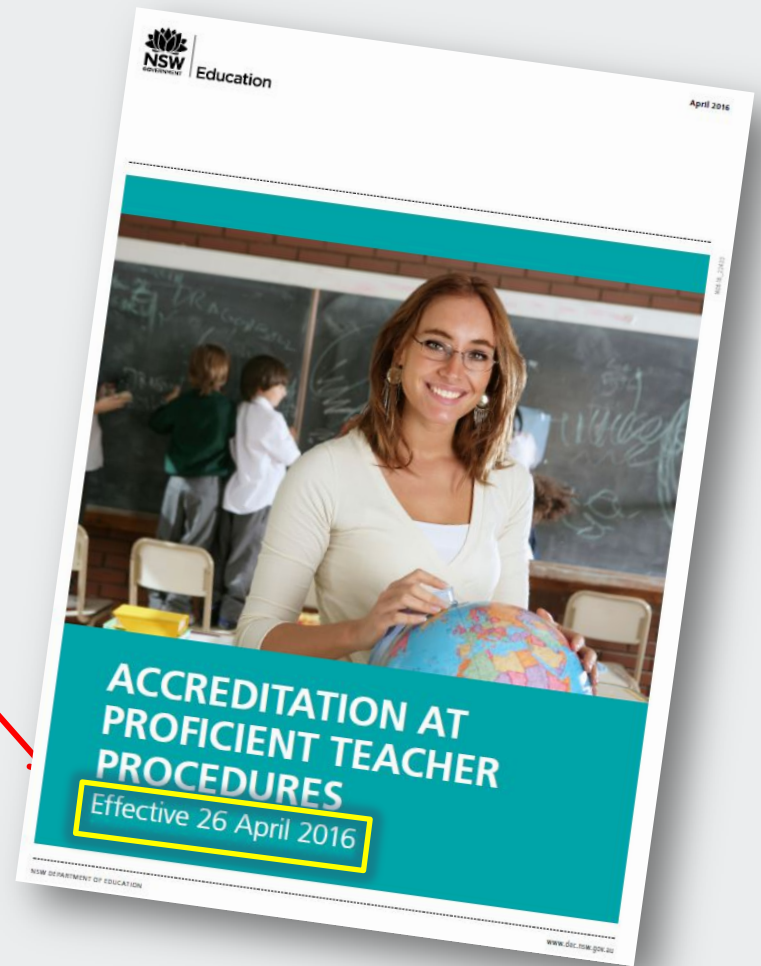
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- Accreditation at Proficient Teacher DoE Procedures (*effective 26 April 2016*)
- Australian Professional Standards for Teachers
- Evidence Guide (BOSTES)
- Examples of Practice (BOSTES)

# Important *accreditation update*

- **Revised DoE Accreditation for Proficient Teacher Procedures – effective April 26**
- Details were published in **SchoolBiz at the end of T2**
- Revisions impact casual and temp teachers



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# What are the **changes**?

## **Section 4.6.1 now states:**

“As a guide, BOSTES recommends a period of employment of at least **160 to 180 days for development of skills and practice that will meet the Proficient Teacher standard descriptors.**

The period for any individual teacher will depend on how quickly their practice has developed.

... a **continuous period of 6-8 weeks should become a component of this employment** to provide the casual teacher the opportunity to demonstrate the full range of standard descriptors. A longer period may be necessary if working part-time.”

# What are the **changes**?

**The previous Section 4.8 Support for teachers appointed permanent on probation has been removed.** *This section has been removed as not all permanent teachers are now appointed on probation.*

“From 26 April 2016 a **person who is appointed to a position in the Teaching Service who is Proficient Teacher**, that is a person who at the time of his or her appointment to the Teaching Service is **already accredited** by BOSTES at the level of Proficient Teacher (or above) is:

- a. **confirmed in that appointment**; and
- b. not required to meet the provisions of section 48, Appointments on Probation of the Teaching Service Act.”



# Where *do I find* the procedures?

Leadership and High Performance

<https://detwww.det.nsw.edu.au/lhpa>

Leadership and High Performance	
Local Schools, Local Decisions	
School excellence	→
Registration	
Assessment	→
Teacher Quality	→
Leadership	→
School administrative support	→

**Teacher accreditation**

## Accreditation at Proficient Teacher Procedures

outlines Departmental processes for the accreditation of new scheme teachers at Proficient and the maintenance of accreditation at the Proficient Teacher level.

- [Accreditation at Proficient Teacher Procedures](#)
- [Frequently asked questions - Principal Teachers Accreditation Authority](#)

# The BOSTES Accreditation Website



**BOSTES** BOARD OF STUDIES  
TEACHING &  
EDUCATIONAL  
STANDARDS NSW

Search

Login

## TEACHER ACCREDITATION

Home > Publications, policies & resources > Resources > How-to-guides

Print this page



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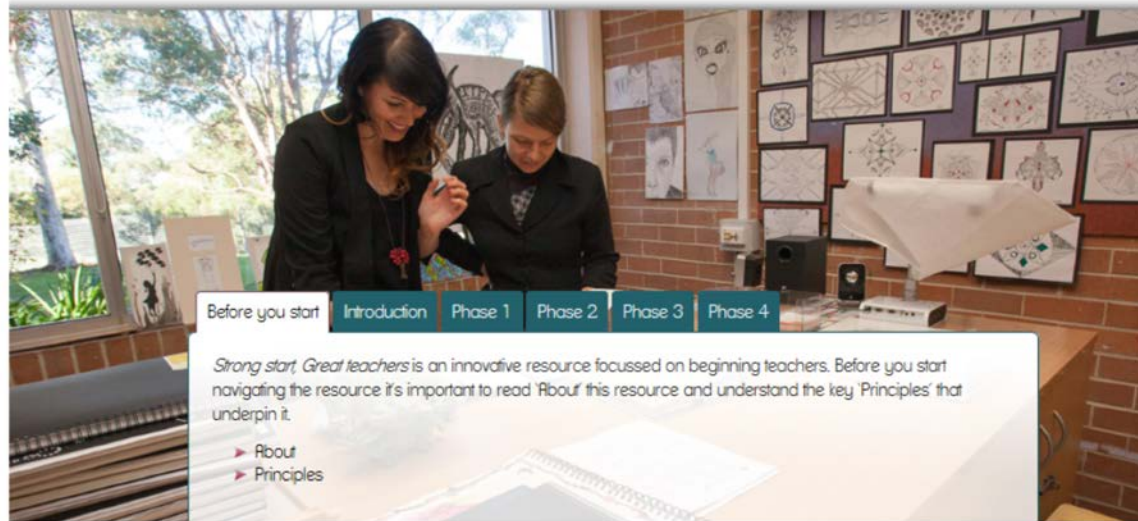
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)



# The *Strong Start, Great Teachers* Website



## Strong start, Great teachers



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[www.ssgt.nsw.edu.au](http://www.ssgt.nsw.edu.au)

- **Initial contact** with a school
- **Orientation** at a school
- **Your first weeks** / first term
- **Reflective** practice
- **Managing** the classroom
- **Planning** a sequence of lessons
- **Planning a lesson**
- **Assessment**
- **Feedback** to students
- Teacher **questioning**
- **Differentiating** learning
- **Peer and self-assessment** for students



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# Online induction

**GOOD TO KNOW!**

Casual teacher  
induction

The first day

Professional  
responsibilities

Key information

DEC implementation  
of the NSW Board of  
Studies, Teaching  
and Educational  
Standards

Your first  
engagement as a  
casual teacher

# Human resources casual teacher induction

Our Intranet

NSW Department of Education

Home

Policies &  
procedures

School  
administration

TAFE & c  
educ

[Home](#) > [Human Resources](#) > [School Teachers](#) > [Induction](#)

# Online registered professional learning Teaching Standards in Action



[www.TSA.det.nsw.edu.au](http://www.TSA.det.nsw.edu.au)

# Teaching Standards in Action

- Provides **clear, concise support** for the implementation of teaching standards
- Provides a **suite of registered professional development courses** that can support teachers/leaders to understand how the teaching standards framework can shape and strengthen practice.



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# Online professional learning Leadership Pathways

18 x 2 hour self-paced modules

- Building teams
- Conversations to change practice
- Operational management



Assistant  
Principal



Head  
Teacher



Deputy  
Principal



Principal



Director

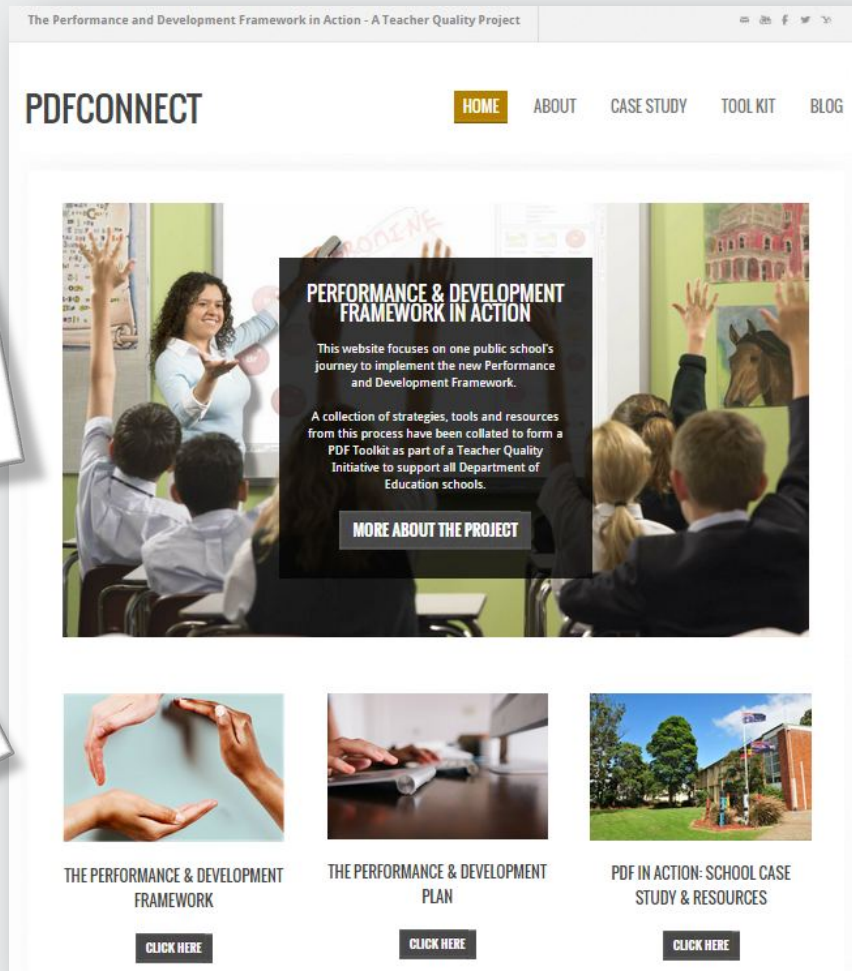


NSW Public School  
Leadership and Management  
Credential

<https://detwww.det.nsw.edu.au/lhpa/leadership-pathways>

# www.PDFCONNECT.weebly.com

## A PDF Toolkit



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Teachers should use their PDP as an opportunity to **reflect on their practice** against the Standards.



Supervisors should use this process to *encourage relevant staff to* **work towards higher career level Standards.**



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# A tool such as this self-reflection matrix might assist in meaningful goal setting and ongoing self-assessment aligned to the Standards

**Australian Professional Standards for Teachers - Proficient  
Performance and Development • Teacher Practice Reflection Matrix**

Code	Standards and Descriptors	Demonstrated <small>Could provide evidence of this descriptor now</small>	Demonstrated <small>Could NOT provide evidence of this descriptor now</small>	Working towards <small>Could help to develop PDP goal</small>
<b>1</b>	<b>Know students and how they learn</b>			
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.			
1.2.3	Structure teaching programs using research and collegial advice about how students learn.			
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4.2	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.			
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.			
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.			
<b>2</b>	<b>Know the content and how to teach it</b>			
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.			
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.			
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.			

This activity also helps you to consider your practice against **ALL 7** Standards. This will become increasingly important **once you must start maintaining your accreditation across all Standards.**

You can find this matrix at [www.PDFConnect.weebly.com](http://www.PDFConnect.weebly.com)

This reflection activity encourages you to use the Standards as a framework to consider the areas of your practice that may *inspire or enhance your PDP goals.*

Code	Standards and Descriptors	Working towards Could help to develop PDP goal	Demonstrated Could provide evidence of this descriptor now	Demonstrated Could NOT provide evidence of this descriptor now
1	<b>Know students and how they learn</b>			
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.			

You can reflect on *if and how you could provide evidence of your practice.* This type of matrix would be an excellent tool to **support your self-assessment and PDP review.**



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# This process also supports executive staff and *aspirant* leaders

Australian Professional Standards for Teachers • Lead Teacher  
Teacher Practice Mapping Activity

Code	Standards and Descriptors	Working towards Could help to develop PDP goal	Demonstrated Could provide evidence of this descriptor <i>now</i>	Demonstrated Could NOT provide evidence of this descriptor <i>now</i>
<b>1</b>	<b>Know students and how they learn</b>			
1.1.4	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.			
1.2.4	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.			
1.3.4	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4.4	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.			
1.5.4	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.			
1.6.4	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.			
<b>2</b>	<b>Know the content and how to teach it</b>			
2.1.4	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.			
2.2.4	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.			
2.3.4	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.			

If you're considering applying for the higher levels, **this matrix can assist you to determine whether your practice is reflective of all 37 Standard Descriptors.**



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# Maintenance *at Proficient*

Once teachers are accredited at Proficient Teacher level it is *a mandatory requirement* to maintain their accreditation for 5 year 'cycles' by:

*Continuing to demonstrate practice* against all seven of the **Australian Professional Standards for Teachers** at Proficient. This includes engaging with professional learning against **at least one descriptor** in Standards 1, 2, 3, 4, 5 and 7 and **ALL descriptors** of Standard 6.

Paying their *annual accreditation fee* to BOSTES.

**BOSTES** BOARD OF STUDIES  
TEACHING & EDUCATIONAL STANDARDS NSW

MAINTENANCE OF ACCREDITATION REPORT FOR PROFICIENT TEACHER

Teacher's full name\* \_\_\_\_\_

Teacher number\* \_\_\_\_\_

Date of birth\* \_\_\_\_\_

Employment\*  Full-time  Part-time  Casual

Permanent\*  Yes  No

Name of school\* \_\_\_\_\_

Suburb/Town\* \_\_\_\_\_

Home address\* \_\_\_\_\_

Postal address (if different) \_\_\_\_\_

Email\* \_\_\_\_\_

Home phone\* \_\_\_\_\_

Mobile\* \_\_\_\_\_

Date maintenance period starts\* \_\_\_\_\_

Date maintenance period ends\* \_\_\_\_\_

THE PROFICIENT TEACHER'S REPORT

Standard 1* Know students and how they learn	Statement

# Maintenance *at Proficient*

- Participating in a mandatory minimum of **100 hours continuing professional development:**
  - *at least* 50 hours of QTC (BOSTES) registered PD
  - the balance as teacher identified (TIPD).
- **Logging hours** on BOSTES site and annotate against PD.
- Completing the Maintenance of Accreditation **Report** for Proficient Teacher **no more than 3 months prior to due date** (for online submission)



# Maintenance *at Proficient Supervisor Responsibilities*

- To **verify** that the teacher participated in teacher identified professional development. Once this is logged, the principal can be informed and they can validate the TIPD on the BOSTES Portal.
- To know the **maintenance due dates** of all relevant staff.
- **Discuss the maintenance report with the accredited teacher to ensure that it is finalised** no more than 3 months prior to the end of the maintenance period.

# Sample from Maintenance Report

## THE PROFICIENT TEACHER'S REPORT:

### STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN

#### Statement

During my maintenance of accreditation period I have continually updated and modified the teaching strategies I implement in the classroom, based on students' developmental levels and specific learning needs. Teaching strategies are data driven, contrived from Best Start assessments, PLAN and ongoing classroom assessments and observations. Professional development related to boys' educational issues led to adaptation of strategies and techniques in order to improve outcomes in boys' literacy and engagement. Strategies included increased hands-on tasks and active learning opportunities, frequent changes in activities, increased lesson breaks and the incorporation of a variety of learning styles. When handwriting was a school target, I delivered two presentations to staff based on defining and explaining prerequisites for handwriting; identification of students requiring support; and provision of a comprehensive range of teaching strategies to utilise in the classroom. I researched current practices via Teaching journals, Occupational Therapy journals, textbooks and online information from practising experts in this field. Recent professional development on the intellectual, physical, social, communication and sensory needs of students assisted me to further understand how students with particular diagnoses, such as Autism or Sensory Processing Disorder, need differentiated adjustments in order to learn and achieve outcomes successfully. Adjustments included visual timetables, social stories, sensory objects, a standing table to work at, enlarging worksheets and extra time to complete activities. I have taught students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including working collaboratively with an EALD teacher to assist a student acquire English in the context of the curriculum. Through coordinating the Aboriginal Education committee at school I have collaboratively developed PLP's relevant to our school and supported staff in completing these with students and families. These are monitored to ensure students achieve goals.

# Sample from Maintenance Report – PD Log (BOSTES)

## Professional Development Progress Report

**Progress Report for Accredited Teacher** [REDACTED]

Maintenance of Accreditation at Professional Competence / Proficient Teacher Period

**Commencement Date: 12 Jul 2010**      **Finish Date: 11 Jul 2015**

Requirements relating to Descriptors and Hours met during maintenance period ✓

Tick indicates requirement have been met. Cross indicates requirements have not been met yet.

The current descriptors jurisdiction for this teacher is Australian.

### Continuing Professional Development Participation Hours

Summary of Participation Hours to Date

Professional Development Type	Number of Professional Development Hours Completed	Required Participation Hours Completed
Total number of professional development participation hours	188.50	✓
Teacher Identified professional development hours	87.50	✓
QTC Registered professional development hours	101.00	✓
Undergraduate Studies	0.00	
Postgraduate Studies	0.00	
PD Outside NSW	0.00	

### Continuing Professional Development Participation Descriptors

Summary of Descriptors Addressed to Date

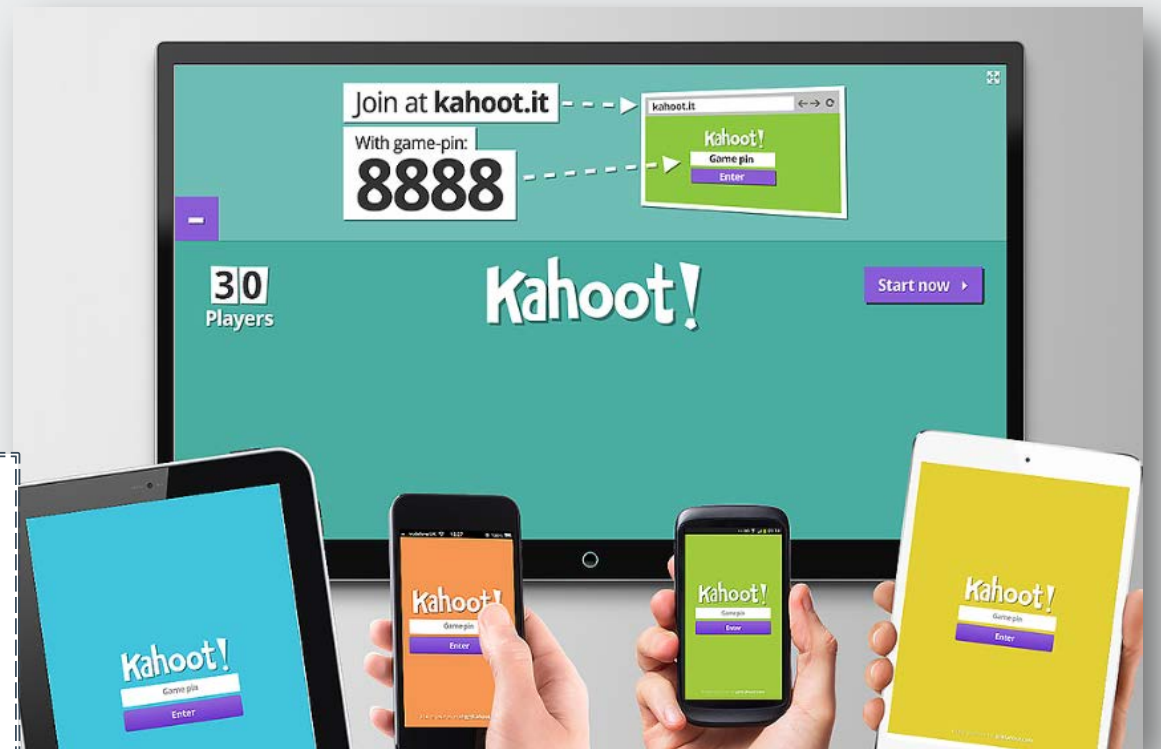
Standard	Descriptors Addressed	Required Professional Teaching Descriptors Coverage Completed
Standard 1	1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2	✓
Standard 2	2.1.2, 2.3.2, 2.5.2, 2.6.2	✓
Standard 3	3.1.2, 3.3.2, 3.5.2, 3.6.2	✓
Standard 4	4.1.2, 4.3.2, 4.4.2	✓
Standard 5	5.1.2, 5.2.2, 5.4.2, 5.5.2	✓
Standard 6	6.1.2, 6.2.2, 6.3.2, 6.4.2	✓
Standard 7	7.1.2, 7.2.2, 7.3.2, 7.4.2	✓



**QUIZ**

*So, what do you know about Standards and accreditation?*

# Standards and accreditation?



Use your device to go to **kahoot.it**

Join the quiz using the **game pin** provided.

# Executive *monitoring* tools

Monitoring tools have been devised *with input* from classroom teachers, executive and senior executive.

A PDF register assists to **track all milestones** related to engaging in the PDF cycle – **these milestones help teachers to maintain their accreditation consistently over time.**



# Performance and Development *Register*

Performance and Development Register

FACULTY/STAGE:	<input type="text"/>	Supervisor:	<input type="text"/>	Year:	<input type="text" value="Select here"/>
----------------	----------------------	-------------	----------------------	-------	--

		Phase 1 - Plan					Phase 2 - Implement		Phase 3 - Review
Teacher	PDP Sign-off Meeting	Identify the Standards and PL Focus Areas aligned to each goal					Lesson Ob 1	Lesson Ob 2	PDF Cycle Reviews
	Sign-off meeting completed: Click here to enter a date.  PDP received /signed: <input type="checkbox"/> Yes  PDP saved to folder: <input type="checkbox"/> Yes (with permission from teacher)  Accreditation date (if valid): Click here to enter a date. <input type="checkbox"/> TRA <input type="checkbox"/> MAINT. <input type="checkbox"/> N/A	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Observer #1: <input type="text"/>	Observer #2: <input type="text"/>	Selfassessment completed <input type="checkbox"/> Yes Click here to enter a date.  Line Manager Review completed <input type="checkbox"/> Yes Click here to enter a date.  Relevant documents saved and original signed PDP given to teacher <input type="checkbox"/> Yes  Reminder for staff to enter PL on BOSTES Portal (if valid): <input type="checkbox"/> Yes <input type="checkbox"/> N/A
	Goal PL Focus Areas	Select here	Select here	Select here	Select here	Select here	Observation date: Click here to enter a date.	Observation date: Click here to enter a date.	

		Phase 1 - Plan					Phase 2 - Implement		Phase 3 - Review
Teacher	PDP Sign-off Meeting	Identify the Standards and PL Focus Areas aligned to each goal					Lesson Ob 1	Lesson Ob 2	PDF Cycle Reviews
	Sign-off meeting completed: Click here to enter a date.  PDP received /signed: <input type="checkbox"/> Yes  PDP saved to folder: <input type="checkbox"/> Yes (with permission from teacher)  Accreditation date (if valid): Click here to enter a date. <input type="checkbox"/> TRA <input type="checkbox"/> MAINT. <input type="checkbox"/> N/A	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Observer #1: <input type="text"/>	Observer #2: <input type="text"/>	Selfassessment completed <input type="checkbox"/> Yes Click here to enter a date.  Line Manager Review completed <input type="checkbox"/> Yes Click here to enter a date.  Relevant documents saved and original signed PDP given to teacher <input type="checkbox"/> Yes  Reminder for staff to enter PL on BOSTES Portal (if valid): <input type="checkbox"/> Yes <input type="checkbox"/> N/A
	Goal PL Focus Areas	Select here	Select here	Select here	Select here	Select here	Observation date: Click here to enter a date.	Observation date: Click here to enter a date.	

# Performance and Development *Register*

Phase 1 - Plan					
PDP Sign-Off Meeting	Identify the Standards and PL Focus Areas aligned to each goal				
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Sign-off meeting completed: Click here to enter a date.	Select	Select	Select	Select	Select
PDP received /signed: <input type="checkbox"/> Yes	Select	Select	Select	Select	Select
PDP saved to folder: <input type="checkbox"/> Yes (with permission from teacher)	Select	Select	Select	Select	Select
Accreditation date (if valid): Click here to enter a date. <input type="checkbox"/> TRA <input type="checkbox"/> MAINT. <input type="checkbox"/> N/A	Select	Select	Select	Select	Select
<b>Goal PL Focus Areas</b>	Select here	Select here	Select here	Select here	Select here

# Performance and Development *Register*

PDP Sign-off Meeting	Identify the Standards and PL Focus Areas aligned to each goal				
Sign-off meeting completed: Click here to enter a date.	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
PDP received /signed: <input type="checkbox"/> Yes	Select	Select	Select	Select	Select
PDP saved to folder: <input type="checkbox"/> Yes (with permission from teacher)	Select	Select	Select	Select	Select
Accreditation date (if valid): Click here to enter a date.	Select	Select	Select	Select	Select
<input type="checkbox"/> TRA <input type="checkbox"/> MAINT. <input type="checkbox"/> N/A	1.1.2	Select	Select	Select	Select
<b>Goal PL Focus Areas</b>	1.2.2	Select	Select	Select	Select
	1.3.2	Select	Select	Select	Select
	1.4.2	Select	Select	Select	Select
	1.5.2	Select	Select	Select	Select
	1.6.2	Select here	Select here	Select here	Select here
	2.1.2	Select here	Select here	Select here	Select here
	2.2.2	Select here	Select here	Select here	Select here
	2.3.2	Select here	Select here	Select here	Select here
	2.4.2	Select here	Select here	Select here	Select here

# Performance and Development *Register*

Phase 1 - Plan					
PDP Sign-off Meeting	Identify the Standards and PL Focus Areas aligned to each goal				
Sign-off meeting completed: Click here to enter a date.	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
PDP received /signed: <input type="checkbox"/> Yes	Select	Select	Select	Select	Select
PDP saved to folder: <input type="checkbox"/> Yes (with permission from teacher)	Select	Select	Select	Select	Select
Accreditation date (if valid): Click here to enter a date.	Select	Select	Select	Select	Select
<input type="checkbox"/> TRA <input type="checkbox"/> MAINT. <input type="checkbox"/> N/A	Select here	Select here	Select here	Select here	Select here
Goal PL Focus Areas	<div style="border: 2px solid yellow; padding: 5px;">           PL Focus Area            Select here            21CL            Ab Ed            Assessment            Collaboration            Community            Cultural            Curriculum            Data Analysis            Differentiation            ICT            Leadership            Literacy            Networks            Numeracy            Reporting            Wellbeing            OTHER         </div>				

# Performance and Development *Register*

Phase 2 - Implement		Phase 3 - Review
Lesson Ob 1	Lesson Ob 2	PDF Cycle Reviews
<p>Observer #1:  <input type="text"/></p> <p>Observer #2:  <input type="text"/></p> <p>Observation date:  <a href="#">Click here to enter a date.</a></p>	<p>Observer #2:  <input type="text"/></p> <p>Observation date:  <a href="#">Click here to enter a date.</a></p>	<p>Self-assessment completed <input type="checkbox"/>Yes  <a href="#">Click here to enter a date.</a></p> <p>Line Manager Review completed <input type="checkbox"/>Yes  <a href="#">Click here to enter a date.</a></p> <p>Relevant documents saved and original signed PDP given to teacher <input type="checkbox"/>Yes</p> <p>Reminder for staff to enter PL on BOSTES Portal (if valid): <input type="checkbox"/>Yes <input type="checkbox"/>N/A</p>

# Staff goals can then be used to **inform whole school planning**

A **PDF Register** allows staff goals to be easily **mapped** against the **Standards** and **professional learning focus areas** to provide a whole school snapshot.

**NSW Education Public Schools**

## Performance & Development Plan

The following documentation is to be completed consistent with the requirements of the [Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools \(Jan 2015\)](#), which includes three phases: Plan, Implement and Review. These processes are based on the [Australian Professional Charter for the Professional Learning of Teachers and School Leaders](#), the [Australian Teacher Performance and Development Framework](#) and the [Australian](#)

TEACHER'S DETAILS		SUPERVISOR'S DETAILS		ANNUAL PERFORMANCE AND DEVELOPMENT CYCLE	
Name	XXXXXXXX	Name	XXXXXXXX	From	To
School/Work Location	Hunter Sports High School	Supervisor Work Location	Hunter Sports High School	13/07/15	17/12/15

### PLAN – Performance and Development Plan (PDP)

**A. Professional Goals – Record at least three and no more than five goals**

1 I will build my capabilities to enhance how I plan and deliver well-structured lessons that engage students and promote a more collaborative learning environment. (3.2.2)

**B. Professional Learning – Record the activities and resources needed to support the achievement of professional goals. (100 words maximum)**

- Engage in ongoing professional dialogue and collaboration with colleagues to explore new strategies and practical activities that could be used to improve the engagement of students in mathematics. This will include exploring project based learning methods and the idea of a "driving question" to inspire inquiry-based higher order thinking, especially for senior students.
- Actively research and access a range of new resources (including ICT) relevant to content in mathematics.
- Observe (and team-teach with) other teachers (from a range of faculties both at HSHS and other contexts) to evaluate how students are effectively engaged in different classroom environments and by a range of strategies and pedagogical approaches.

**C. Evidence – Record the types of evidence to be used to indicate progress towards achieving professional goals. (100 words maximum)**

- Lessons will include a variety of teaching strategies including practical activities and ICT.
- Programs show clear evidence of well-structured planning for teaching, learning and assessing.
- Reflection and evaluation of teaching and learning is evident in programs/documentation. This will be used to drive refinements to future programs and assessment strategies.
- Collaboration with colleagues is ongoing. Ideas and activities are openly shared for future use.
- Analysis of student results, assessment submission statistics, attendance and 'student voice' feedback over the term will be used to assess engagement levels. This data will drive planning for 2016.



# PDPs can be *useful* for school-based PL planning

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7
Know students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supporting and safe learning environments	Assess, provide feedback and report on student learning	Engage in professional learning	Engage professionally with colleagues, parents/carers and the community

## Proficient

1.1.2	1.2.2	1.3.2	1.4.2	1.5.2	1.6.2	2.1.2	2.2.2	2.3.2	2.4.2	2.5.2	2.6.2	3.1.2	3.2.2	3.3.2	3.4.2	3.5.2	3.6.2	3.7.2	4.1.2	4.2.2	4.3.2	4.4.2	4.5.2	5.1.2	5.2.2	5.3.2	5.4.2	5.5.2	6.1.2	6.2.2	6.3.2	6.4.2	7.1.2	7.2.2	7.3.2	7.4.2
2	1	1		8		5	5	1	1	5	7	1	5	4	8		4		1	1		5	3	2	1		4		4	13	5	1		4	1	2

## Highly Accomplished

1.1.3	1.2.3	1.3.3	1.4.3	1.5.3	1.6.3	2.1.3	2.2.3	2.3.3	2.4.3	2.5.3	2.6.3	3.1.3	3.2.3	3.3.3	3.4.3	3.5.3	3.6.3	3.7.3	4.1.3	4.2.3	4.3.3	4.4.3	4.5.3	5.1.3	5.2.3	5.3.3	5.4.3	5.5.3	6.1.3	6.2.3	6.3.3	6.4.3	7.1.3	7.2.3	7.3.3	7.4.3		
							1						1	1	1					1					1						1							

## Lead

1.1.4	1.2.4	1.3.4	1.4.4	1.5.4	1.6.4	2.1.4	2.2.4	2.3.4	2.4.4	2.5.4	2.6.4	3.1.4	3.2.4	3.3.4	3.4.4	3.5.4	3.6.4	3.7.4	4.1.4	4.2.4	4.3.4	4.4.4	4.5.4	5.1.4	5.2.4	5.3.4	5.4.4	5.5.4	6.1.4	6.2.4	6.3.4	6.4.4	7.1.4	7.2.4	7.3.4	7.4.4	
								1		1	1		1	1	2		2	1	1	1			1	1		2			1		1	1		2	1		

# Collecting and *analysing* PDP data

## Professional Learning Focus Areas

21CL	Ab Ed	Assessment	Collaboration	Community	Cultural	Curriculum	Data	Differentiation
••••	••	••••••••	•	••	-	••••••••••	•••••	•••••
6%	3%	9.5%	1.5%	3%	0%	17%	6%	8%

ICT	Leadership	Literacy	Networks	Numeracy	Reporting	Wellbeing	Other
•••••••••• ••••	••••••••	••••	-	•••	-	••	Accreditation ••
22%	9.5%	6%	0%	4.5%	0%	3%	3%

• = classroom teacher  
 • = executive

Data produced on 15/9/15 based on 64 PD register entries representing:  
 • 54 classroom teachers  
 • 8 HTs  
 • 2 DPs



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# PDF implementation timeline

A **PDF timeline** supports staff and executive to monitor and engage with all PDF and accreditation milestones **through a transparent, inclusive process.**



# Sample PDF Implementation *Timeline* for 2016

Term	PDF Milestone	Week
1	<ul style="list-style-type: none"> <li>SMART goal setting professional learning for all staff</li> <li>Staff informed of milestones/processes and timeline for 2016</li> </ul>	Week 1
	<ul style="list-style-type: none"> <li>PDP draft written ready for sign-off conversations with line managers (see <a href="#">sample PDP</a> and <a href="#">reflection resource</a>)</li> </ul>	Week 3
	<ul style="list-style-type: none"> <li>PDP sign-off meetings/feedback with line managers</li> <li>Staff encouraged to <a href="#">update BOSTES Portal</a> (if valid)</li> <li>(PDP to be submitted by end of Week 5)</li> </ul>	Weeks 4 and 5
	<ul style="list-style-type: none"> <li>Learning Community Workshop (professional learning) – led by Exec (if required)</li> <li>Accreditation Meeting (if required)</li> </ul>	Week 6
	<ul style="list-style-type: none"> <li>Executive to record all PDP information on <a href="#">PDP Register</a> (including any relevant accreditation due dates this year)</li> <li>Executive to update whole-school register re: accreditation due dates</li> </ul>	Week 6
	<ul style="list-style-type: none"> <li>Executive to analyse <a href="#">PDP data</a> and refine/publish updated professional learning calendar for whole school</li> </ul>	Week 7
	<ul style="list-style-type: none"> <li>Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones</li> </ul>	Week 10
	<ul style="list-style-type: none"> <li>Teachers to confirm observer for Lesson Ob #1 (see <a href="#">sample observation template</a> – optional)</li> </ul>	Week 10
	2	<ul style="list-style-type: none"> <li>Lesson observation #1 (or <a href="#">leadership practice observation</a> for executive/senior executive) – includes pre-lesson discussion / lesson observation / post-lesson discussion (optional lesson observation feedback resource available)</li> </ul>
<ul style="list-style-type: none"> <li>Learning Community Workshop (professional learning) – led by Exec (if required)</li> <li>Accreditation Meeting (if required)</li> </ul>		Week 6
<ul style="list-style-type: none"> <li>Completion of formal review - PDP self-assessment (informal conversation with line managers re: refinements/concerns to be initiated as required)</li> </ul>		Week 9
<ul style="list-style-type: none"> <li>Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones</li> </ul>		Week 10
<ul style="list-style-type: none"> <li>Executive to update PDP Register - record lesson observation #1 date/observer and self-assessment completion</li> <li>Executive to notify line managers of any performance concerns following self-assessment period</li> </ul>		Week 10

# Suggested PDF Implementation *Timeline* for 2016

Term	PDF Milestone	Week
3	<ul style="list-style-type: none"> <li>- Learning Community Workshop (professional learning) – led by Exec (if required)</li> <li>- Accreditation Meeting (if required)</li> </ul>	Week 6
	<ul style="list-style-type: none"> <li>- Teachers to confirm observer for Lesson Ob #2 - this should be a different observer from Lesson Ob #1 (optional lesson observation feedback resource available)</li> </ul>	Week 7
	<ul style="list-style-type: none"> <li>- Lesson observation #2 (or leadership practice observation for executive/senior executive) – includes pre-lesson discussion / lesson observation / post-lesson discussion</li> </ul>	Week 10
	<ul style="list-style-type: none"> <li>- Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones</li> </ul>	Week 10
	<ul style="list-style-type: none"> <li>- Executive to update PDP Register - record lesson observation #2 date/observer (remind relevant staff to update PL hours on BOSTES Portal)</li> </ul>	Week 10
4	<ul style="list-style-type: none"> <li>- PDF formal end-of-cycle review meetings for teachers</li> </ul>	Weeks 4 and 5
	<ul style="list-style-type: none"> <li>- PDF formal end-of-cycle review meetings for executive and senior executive (final review aspect of PDP to be completed before PDP is signed by teacher and line manager)</li> </ul>	Weeks 6 and 7
	<ul style="list-style-type: none"> <li>- All signed PDPs saved (with teacher permission) for principal access for final sign-off</li> <li>- Executive to update PDP Register – review meeting completion, PDPs signed and filed, BOSTES Portal update reminder</li> <li>- Executive to notify line managers of any performance concerns following review period</li> </ul>	Week 9
	<ul style="list-style-type: none"> <li>- Staff evaluation of PDF implementation for 2016 – led by PDF Leadership Team (see <a href="#">sample survey questions</a>)</li> </ul>	Week 9
	<ul style="list-style-type: none"> <li>- Exec – survey data analysis to inform refinements/enhancements for 2017 PDF implementation</li> <li>- 2017 PDF Timeline to be refined for publication on school calendar and digital files/folders set up for coming year</li> </ul>	Week 10



## Planning for 2017 and beyond

Reflecting on accreditation and the PDF

What areas of *our* PDF implementation and support for accreditation do we need to develop and enhance?

PLAN AHEAD

### THINGS TO CONSIDER...

- What professional learning will executive and/or staff require to enhance aspects of the PDF and accreditation in our school? *Where* will we access this?
- How do our accreditation processes align with the PDF? How do we track accreditation dates? How do we / could we support staff to track their PL?
- How will we survey staff to get their input in relation to changes and/or support needed?
- How will we improve support for casual and temporary staff?
- How will we establish consistency in PDF and accreditation processes? How will we map and monitor milestones?
- How will we map our professional learning to reflect teacher PDPs and the school's strategic directions?
- How will we tap into expertise in our school and community of schools as well as Ed Services?



How *effective* are  
*our* processes  
relating to  
accreditation and  
the PDF?

PDFConnect.  
weebly.com



- What professional learning will executive and/or staff require to **enhance aspects of the PDF in our school?** Where will we access this?
- How do our **accreditation processes** align with the PDF?
- How will we **develop and create PL courses** (non-registered and registered)? Do we need to train staff to do this?
- How will we **survey** staff to get their input in relation to changes and/or support needed?
- How will we **support casual and temporary staff?**
- How will we establish **high standards and consistency** in PDF and accreditation processes?
- How will we **map our professional learning** to reflect teacher PDPs and the school's strategic directions?
- How will we **tap into expertise** in our school? Our community of schools? Ed Services?





# Questions





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COMPLETED OR  
STARTED HIGHER  
LEVEL OF  
ACCREDITATION

SUPERVISOR OR  
TAA FOR  
ACCREDITATION

MAINTAINING  
PROFICIENT  
ACCREDITATION

# *Looking more closely at* **the Higher Levels of accreditation**

# Why become *accredited* at one of the higher levels?

## Intrinsic

- **Recognition** of high level teaching practice
- Rigorous **personal professional development**
- **Reflect** on and **improve** practice
- Desire to be **well-placed for future**

## Extrinsic

- **Extra salary** available from 2016 (Terms of Settlement)
- **All teachers accredited by 2018** – *why be Proficient if you could be Highly Accomplished or Lead?*
- **May be required to gain Principal position** in future (GTIL)
- **Possible point of difference** between candidates in merit selection

# What it is *and* what it isn't...

It is...	It is <i>not</i> ...
A <b>voluntary</b> process of recognising quality teachers	an <b>aspirational</b> process
a <b>rigorous</b> process of demonstrating achievement of Standards	<b>easy</b>
a process where <b>anyone who provides evidence of meeting the Standards is accredited</b>	<b>related to position</b> in the school (e.g. HT, AP, etc.)
inclusive of <b>three forms of evidence</b> : <i>documentary, referee and external observational</i>	<b>the same as the process at Proficient level</b>
<b>decided by the Executive Director</b> as TAA (HA/L)	a <b>rubber stamp process</b> – <i>there are no guarantees</i>

# *Highly Accomplished Teachers*



***Impact students in the  
classrooms around them***



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# *Highly Accomplished Teachers*

- ...are recognised as **highly effective, skilled classroom practitioners** and **routinely work independently and collaboratively** to improve their own practice and the practice of colleagues ...
- ...They may also **take on roles that guide, advise or lead** others...
- ...They **maximise learning opportunities** for their students...
- ...have **in-depth knowledge of curriculum content...** model sound teaching practices...keep abreast of **latest developments in specialist content areas**
- ...are skilled in **analysing student assessment data** and use it **to improve teaching and learning**...are active in establishing an environment which **maximises professional learning** and practice opportunities for colleagues... they **monitor their own professional learning needs** and **align them to the learning needs of their students**...
- They **behave ethically at all times**... interpersonal and **presentation skills are highly developed**. They **communicate effectively** and respectfully with students, colleagues, parents/carers and community members.

# *Lead Teachers*



***Impact students across the  
whole school and surrounding  
schools***



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# Lead Teachers

- ...are recognised and respected by colleagues, parents/carers and the community as **exemplary** teachers. They have demonstrated **innovative** teaching practice over time. **Inside and outside school** they **initiate and lead activities** that focus on improving educational opportunities for *all* students.
- ...are skilled in **mentoring teachers** and pre-service **teachers...promote creative, innovative thinking** among colleagues...
- They **lead processes** to improve student performance by **evaluating and revising** programs, **analysing student assessment data** and **taking account of feedback** from parents/carers...
- They **represent the school and the teaching profession** in the community. They are **professional, ethical and respected individuals** inside and outside school.

How do you know if **you**  
are ready?

WHERE TO START

How do you know if a **teacher**  
**you supervise** is ready?





At what level are **you/the teacher** operating?  
What **advice and support** could **you** give others?

- Examine the **BOSTES HA and Lead Evidence Guides** to see *examples of practices* teachers engage in that meet the descriptors.
- Examine the **BOSTES Evidence Guide Support Documents and AITSL's Illustrations of Practice videos** to see that could be provided to demonstrate meeting the descriptors *examples of the evidence*. (Note: these are against PA and PL).
- **DoE Leadership Pathways** – *Leadership Development Mapping Tool (under Learning, High Performance and Accountability in intranet)*.



*At what level are **you/the teacher** operating?  
What **advice and support** could **you** give others?*

- Complete the **BOSTES preliminary assessment** and/or **AITSL's Reflection on Practice tool** to get *further feedback on strengths and areas for development* against the descriptors.
- Discuss and share with colleagues, critical friends, mentors to get a well-rounded view of your/their teaching and leadership practices.

# What *should be* my “go to” resources?



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- Accreditation at Highly Accomplished and Lead Teacher **DoE Procedures** (*effective March 2015*) and **BOSTES Policy**
- **Australian Professional Standards for Teachers**
- **Evidence Guides for Lead and Highly Accomplished (BOSTES) + support docs**

# The BOSTES Accreditation Website



**BOSTES** BOARD OF STUDIES  
TEACHING &  
EDUCATIONAL  
STANDARDS NSW

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## TEACHER ACCREDITATION

Home > Publications, policies & resources > Resources > How-to-guides

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[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)

*Note: new resource is available – Advice from the MCC*



Home > Current teachers > Apply for Highly Accomplished Teacher Accreditation

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- Great Teaching, Inspired Learning
- Future & returning teachers
- Current teachers**
  - ▶ Get accreditation for the first time
  - ▶ How to get Proficient Teacher Accreditation
  - ▶ Maintain Proficient Teacher Accreditation
  - ▶ Apply for Highly Accomplished Teacher Accreditation**
    - How it works
    - Online pre-assessment
    - Develop your application
    - Submit your application
  - ▶ Maintain Highly Accomplished Teacher Accreditation
    - ▶ Apply for Lead Teacher Accreditation**
    - ▶ Maintain Lead Teacher Accreditation
  - ▶ Fees
  - ▶ Casual and part-time teachers
  - ▶ Started teaching before 2004?
  - ▶ Taking a break from teaching in NSW

## Learn how to apply for Highly Accomplished Teacher accreditation with the Board of Studies, Teaching and Educational Standards (BOSTES)

Highly Accomplished Teacher accreditation recognises highly-skilled teachers who routinely work to improve their practice and are knowledgeable and active members of their school. Applicants typically have taken on roles that guide or advise others and regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students. Accreditation at this level is voluntary.

### How it works

NSW teachers who apply for accreditation with The Board of Studies, Teaching and Educational Standards (BOSTES) at the Highly Accomplished Teacher level are invited to do an online preliminary assessment and follow with an evidence-based submission process, including external observation. [Read what's involved.](#)

### Do an online preliminary assessment

If you are applying for accreditation at Highly Accomplished Teacher level, you are invited to do an online preliminary assessment to assess your achievements and if you are ready to achieve this level of accreditation before you continue with your full application. This is not compulsory but strongly recommended. A fee applies. [More about the online preliminary assessment](#)

### Develop your application

If you decide to proceed with your application for Highly Accomplished Teacher level, you will need to develop a cohesive body of evidence that supports your application and becomes part of your formal submission. This includes documentary evidence, reports from referees and a report from the external observer. [Read advice on developing a strong application.](#)

### Submit your application online

NSW teachers applying for accreditation at Highly Accomplished Teacher level must submit their application online. It is important to check that all required documents, referee reports and the external observer report have also been submitted. [Follow these steps to submit your application.](#)

Current teachers

Apply for HA OR Lead Accreditation

Do an online preliminary assessment

# Leadership Pathways

## *Leadership and High Performance in DoE Portal*

The screenshot displays the NSW Department of Education Intranet. At the top, there is a green header with 'Our Intranet' and 'NSW Department of Education'. A search bar is located on the right with the text 'Search DoE Intranet' and a 'GO' button. Below the header is a blue navigation bar with links: Home, Policies & procedures, School administration, TAFE & community education, Employee essentials, Department resources, Curriculum resources, and The Buzz. The main content area is titled 'Learning, High Performance and Accountability'. On the left, there is a sidebar with a list of links: Local Schools, Local Decisions; School excellence; Registration; Assessment; Teacher quality; Leadership; and School administrative support. The 'Leadership' link is highlighted, and a dropdown menu is open showing 'Leadership Pathways', 'Principal, School Leadership', and 'Leadership Fellowships'. The 'Leadership Pathways' link is further highlighted. The main content area features a 'NEWS' section with a red and white icon, followed by a section titled 'Local Schools, Local Decisions' with a blue and white icon. The text describes the implementation of the Local Schools, Local Decisions (LSLD) reform. A 'More information about LSLD' link is provided. On the right side, there are two sections: 'Site Links' and 'External Links', both containing a list of links to various resources.

**Our Intranet**  
NSW Department of Education

DoE insight staff portal login

Search DoE Intranet GO

Home Policies & procedures School administration TAFE & community education Employee essentials Department resources Curriculum resources The Buzz

Learning, High Performance and Accountability

**Learning, High Performance and Accountability**

Local Schools, Local Decisions

School excellence →

Registration

Assessment →

Teacher quality →

**Leadership** →

School administrative support →

**Learning, High Performance and Accountability**

Learning, High Performance and Accountability is responsible for implementing a number of deliverables relating to key education reforms. These include Local Schools, Local Decisions, Great Teaching, Inspired Learning, School Excellence and Rural and Remote.

**NEWS**

Leadership Pathways >> of the latest news from this directorate.

Principal, School Leadership

Leadership Fellowships

**The new Resource Allocation Model (RAM)**

**Local Schools, Local Decisions**

In 2012 the NSW Government announced its Local Schools, Local Decisions (LSLD) reform for NSW public schools. This reform places students at the centre of school decision making.

[More information about LSLD](#)

**Site Links**

- Local Schools, Local Decisions
- School Excellence
- Registration
- Assessment
- Teacher quality
- Leadership
- School administrative support

**External Links**

- Local Schools, Local Decisions
- BOSTES
- AITSL
- School Excellence Framework
- My School Website

HANDY  
RESOURCE

# Who can *apply*?



Education  
Public Schools



## Teachers employed *after* Oct 2004:

- ...**must be accredited at Proficient Teacher level** before applying for accreditation at a higher level
- It is **recommended that accredited teachers complete one maintenance of accreditation cycle** at Proficient level before undertaking a higher level.  
*(This is supported by the new Award)*

## Teachers employed *before* Oct 2004:

- ...**are not required to be accredited at Proficient Teacher level** before electing to undertake accreditation at one of the higher levels.

**You must be *demonstrating ALL 37***  
**Standard Descriptors before you start the**  
**application process. *Your principal should***  
***verify this.***

**37**



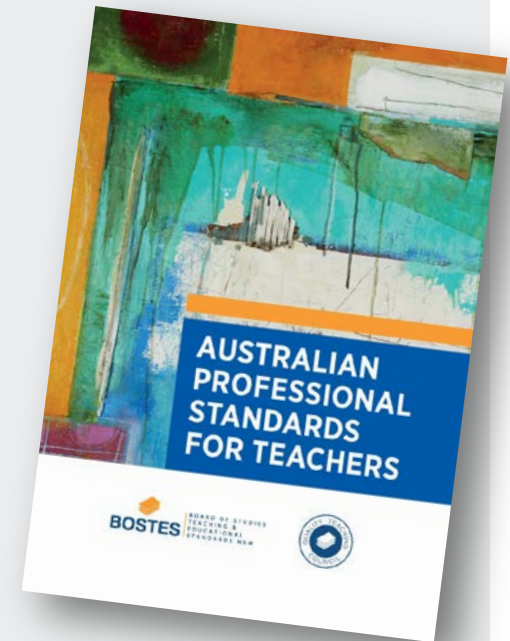
Education  
Public Schools

# Meeting the *Standards*

- You must provide evidence of meeting *every* standard descriptor at the relevant level, or you cannot be accredited
- This means **you must be operating at that level consistently and over time**
- An observer to your classroom is able to see **you meeting descriptors at that level**
- You are able to **source referees who can confirm you meet descriptors at that level and write about how they know *to the Standards***
- You are able to **provide documentation** that demonstrates you meet the descriptors

Your **position**  
in the school is  
irrelevant

The **school**  
you work in is  
irrelevant

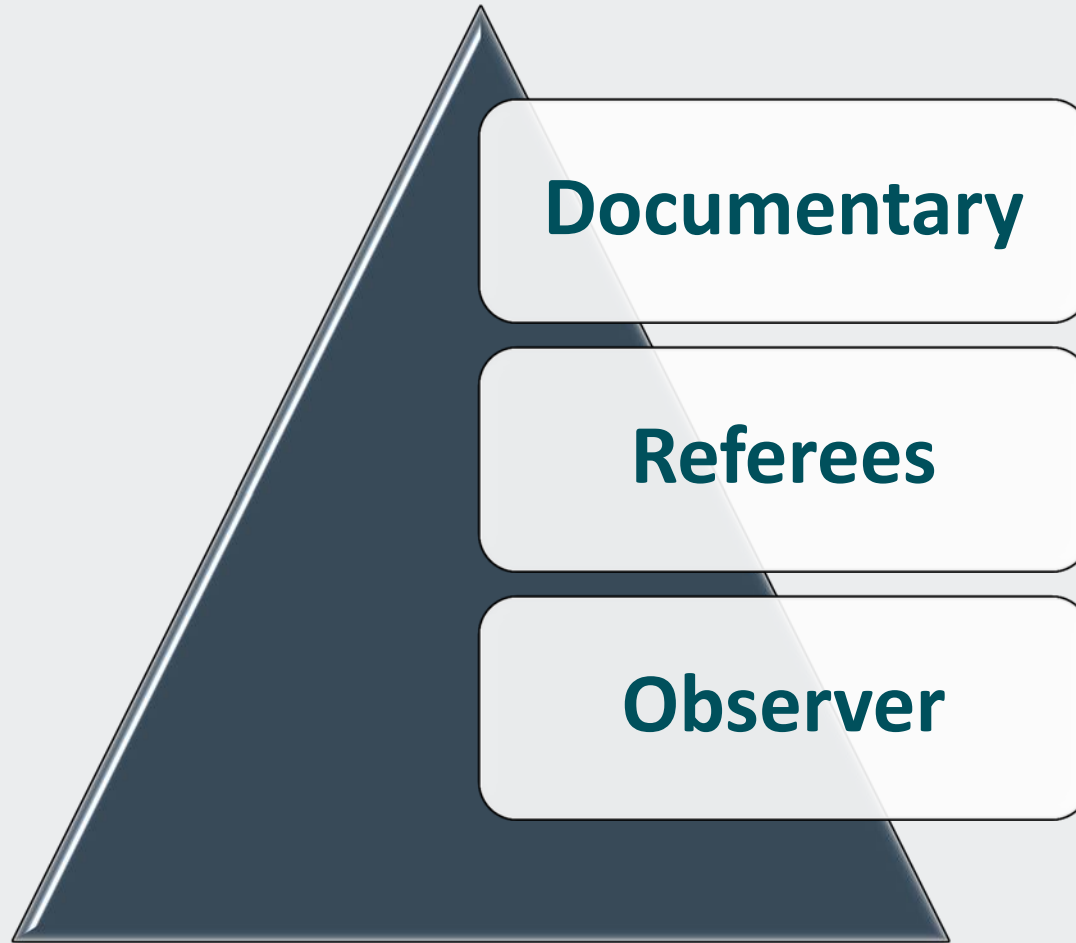


# The *Process* for HA and Lead Accreditation

- **Professional discussion** with your principal
- **Preliminary assessment phase** is recommended by BOSTES
- **Accreditation phase**
  - Seek out referees – *submitted online*
  - Undertake an external observation of practice
  - Collection of evidence/annotations – *submitted online*
- Maximum timeframe is **three years** - *provisions can be made to accommodate periods of leave*



# Evidence is *triangulated*



# Some *important* things to consider...

## LEAD INITIATIVE

6 months / whole school  
1000 word statement in evidence

## REFEREES

3-8 (one must be your principal)  
BOSTES number

## TIMEFRAME

Process is lengthy...

## MAINTENANCE

Must maintain at PT during process

## EXTERNAL OBSERVER

Must observe two lesson "phases"

## LESSON OBSERVATIONS

At least two as part of documentary evidence (one by principal)

## NETWORK

Develop connections for support...

## FEES

\$685 – HA  
\$715 - Lead

## AUTHENTIC TEACHING LOAD

*Reference relevant pages in Procedures*

# Final *Decision*



- Candidates may receive **one round of feedback** (*resubmission must be within 3 months*)
- Recommendation made by Moderating and Consistency Committee (MCC)
- Final decisions **will be made by the TAA (HA/L)** – *currently the Executive Director*
- TAA (HA/L) and MCC panel dates are published in Term 1 in SchoolBiz

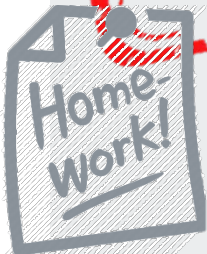


# To *maintain* at HA or Lead...



- Maintenance at the higher levels is for **5 years**.
- Teachers must continue to demonstrate they are working at the HA or Lead Standards throughout this time as part of the PDF process *or* they will revert back to Proficient.
- Teachers must continue to pay their annual \$100 fee to BOSTES.
- Professional learning hours are still 100 hours but the break up is:
  - 20 hours of registered (QTC)
  - 80 hours of teacher identified
  - Teacher identified hours must include **20 hours dedicated to a Professional Commitment activity**





# If you are thinking about the *higher levels...*

Mapping Evidence   Brainstorm				
Standard 1 – Know students and how they learn				
Focus	Highly Accomplished	Lead	Evidence: Documentary   Referee   Observer	
			What have I <i>done</i> ?	What <i>could</i> I do?
Physical, social and intellectual development and characteristics of students	1.1.3 Select from a flexible effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	1.1.4 Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.		
Understand how students learn	1.2.3 Expand understanding of how students learn using research and workplace knowledge	1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.		
Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.3.4 Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.		
Strategies for teaching Aboriginal and Torres Strait Islander students	1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	1.4.4 Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.		
Differentiate teaching to meet the specific learning needs of students across the full range of abilities	1.5.3 Evaluate learning and teaching programs, using student assessment data that are differentiated for the specific learning needs of students across the full range of abilities.	1.5.4 Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.		
Strategies to support full participation of students with disability	1.6.3 Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	1.6.4 Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.		

Attend the Lake Macquarie Higher Levels Network meetings

You can find this activity at [www.PDFConnect.weebly.com](http://www.PDFConnect.weebly.com)



# Questions

Please return accreditation status cards and any other resources used in this session. Thank you.

MAINTAINING  
PROFICIENT  
ACCREDITATION

PRE-2004  
TEACHER

SUPERVISOR OR  
TAA FOR  
ACCREDITATION

COMPLETED OR  
STARTED HIGHER  
LEVEL OF  
ACCREDITATION


POST-2004  
TEACHER  
NOT YET ACCREDITED

**Krystal Bevin**  
**Teacher Quality Advisor**  
**49 043 960**

Lake Macquarie East  
Lake Macquarie West

[krystal.bevin@det.nsw.edu.au](mailto:krystal.bevin@det.nsw.edu.au)

Resources from today's session  
are available on the [blog](#) at  
[www.PDFConnect.weebly.com](http://www.PDFConnect.weebly.com)

 **School/community of schools led initiatives**  
**Request for Educational Services support**

Schools/communities of schools:

Principal(s):		Principal network(s):
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School strategic direction linked to this request:	Focus area:	Teacher Quality/Leadership
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Briefly outline the nature of the support requested.

Preferred timeline of implementation in 2015 (provide details):


Semester 1:

Semester 2:

I understand that this request will support the implementation of the school plan in 2015 – 2017 and that the nature and extent of support will be negotiated.

Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return completed request to  
[steven.fraser4@det.nsw.edu.au](mailto:steven.fraser4@det.nsw.edu.au)

 [CLICK HERE TO LOCATE THE EDUCATIONAL SERVICES TEAM FOR YOUR SCHOOL](#)