MAINTAINING PROFICIENT ACCREDITATION

PRE-2004 TEACHER

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

SUPERVISOR OR TAA FOR ACCREDITATION

COMPLETED OR STARTED HIGHER LEVEL OF ACCREDITATION

POST-2004 TEACHER NOT YET ACCREDITED

A *Brave New World*
for Teacher Quality

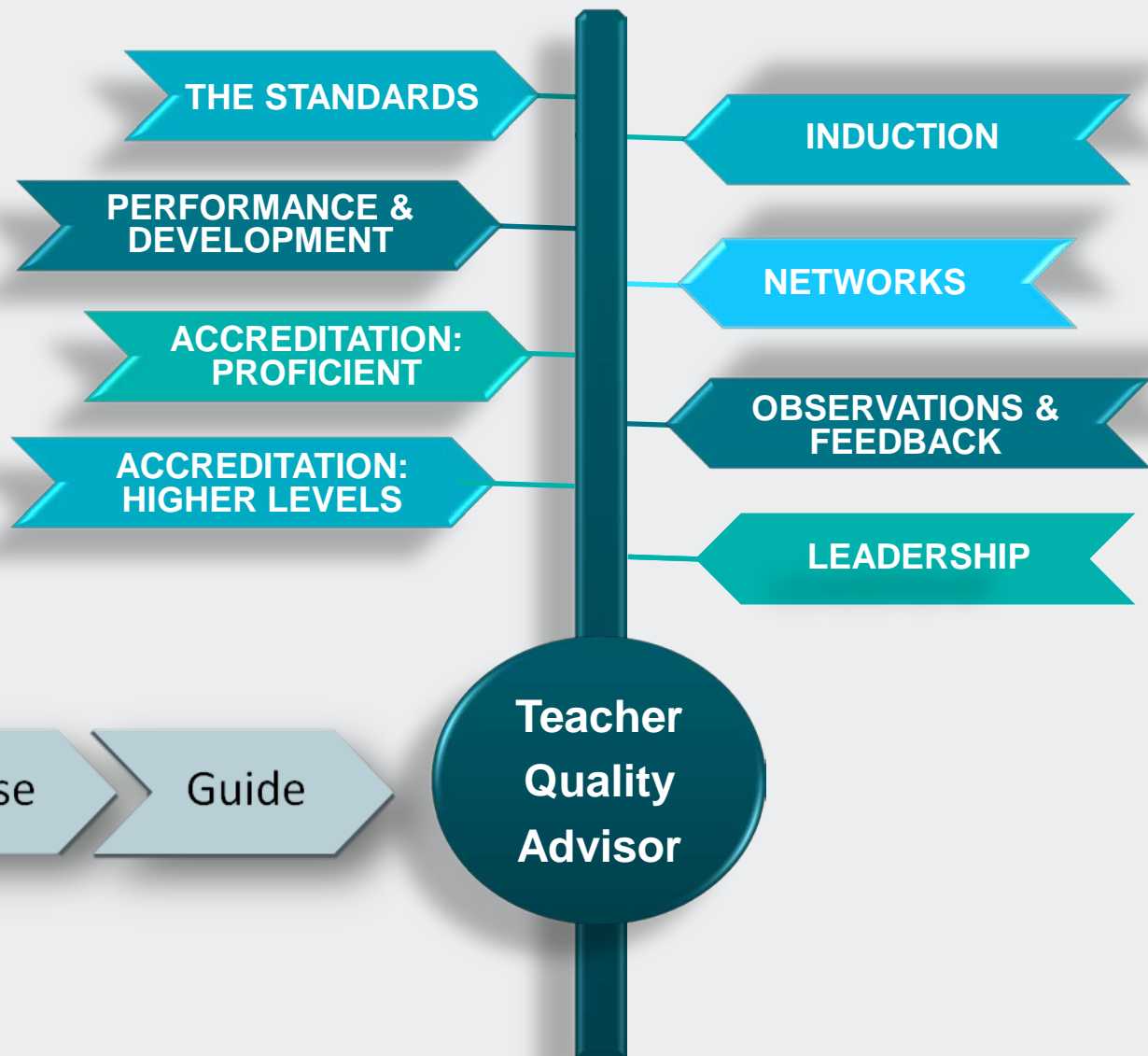Staff Development Day | Term Three| 2016

Acknowledgment of Country

A LITTLE BIT

ABOUT

me . . .

and...

EDUCATIONAL
SERVICES

Education
Public Schools

NSW
GOVERNMENT
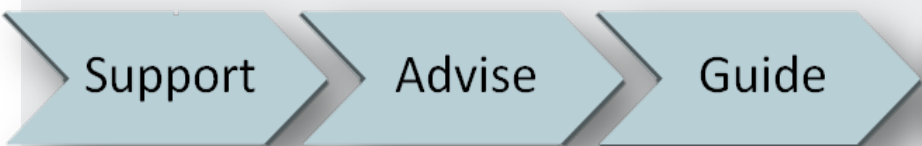
EDUCATIONAL SERVICES

Tamworth
Operational
Directorate

EDUCATIONAL SERVICES

Tamworth
Operational
Directorate

160 EDUCATIONAL SERVICES STAFF

EDUCATIONAL SERVICES

Tamworth Operational Directorate

12 EDUCATION OFFICES

18 PRINCIPAL NETWORKS

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)

OPPORTUNITIES

www.**PDF**CONNECT.weebly.com
A **performance and development** toolkit

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

What will we be looking at *today*?

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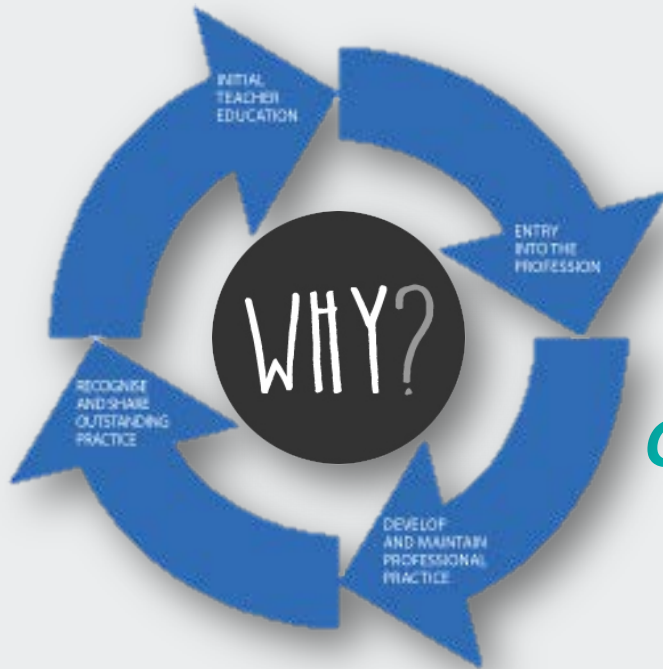
Today's professional learning session and the *Australian Professional Standards for Teaching*

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.

Standard 6

Descriptor 2

Career Stage 2 = Proficient
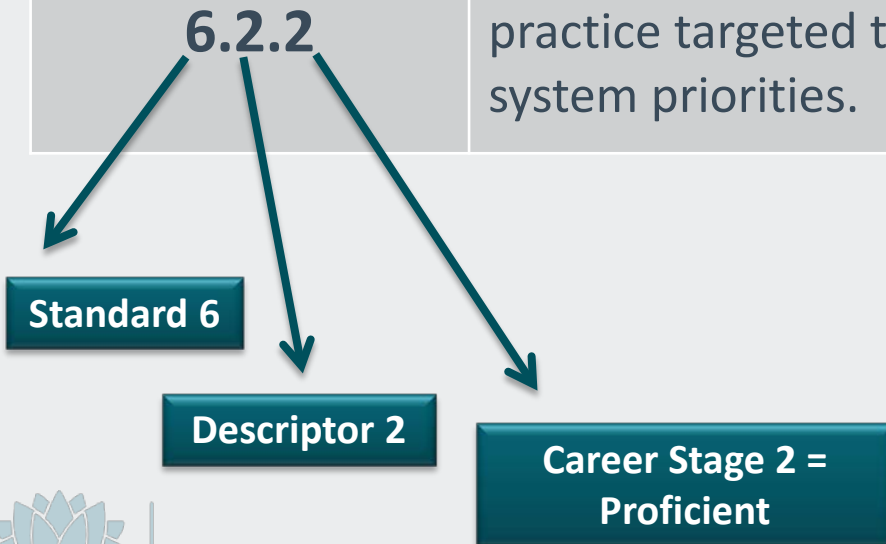
The *big* picture…

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.

WHY?

INITIAL TEACHER EDUCATION

ENTRY INTO THE PROFESSION

RECOGNISE AND SHARE OUTSTANDING PRACTICE

DEVELOP AND MAINTAIN PROFESSIONAL PRACTICE

BOSTES | BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

NSW GOVERNMENT | Education & Communities

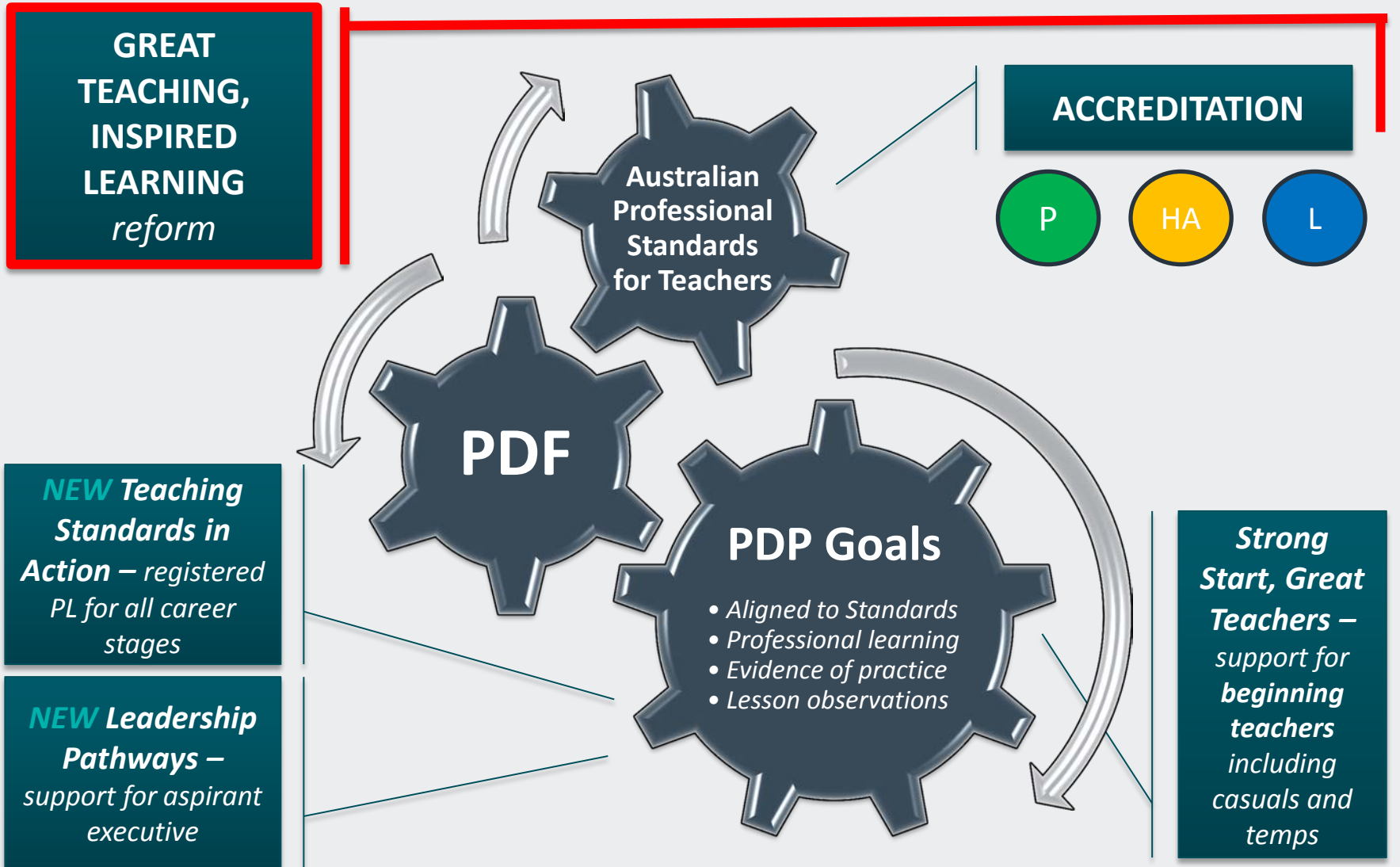Catholic Education Commission NSW

ais nsw

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*

GREAT TEACHING, INSPIRED LEARNING *reform*

ACCREDITATION

P   HA   L

Australian Professional Standards for Teachers

PDF

PDP Goals
- *Aligned to Standards*
- *Professional learning*
- *Evidence of practice*
- *Lesson observations*

***NEW* Teaching Standards in Action –** *registered PL for all career stages*

***NEW* Leadership Pathways –** *support for aspirant executive*

Strong Start, Great Teachers – *support for **beginning teachers** including casuals and temps*

The purpose of *accreditation*

WHY?

WHY?

WHY?

WHY?

WHY?

- 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

NSW GOVERNMENT | Education Public Schools

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.

Education Public Schools

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.

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

POST-2004 TEACHER NOT YET ACCREDITED

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)

NSW GOVERNMENT | Education Public Schools

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.

NSW GOVERNMENT | Education Public Schools

Accreditation will happen in one of *two ways*...

PRE-2004 TEACHER

POST-2004 TEACHER NOT YET ACCREDITED

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 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

PRE-2004 TEACHER

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

PRE-2004 TEACHER

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 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 PDF 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

Lead

Highly Accomplished

Proficient

Graduate

Education
Public Schools

Principals have their own set of Standards to maintain which are separate to the Australian Professional Teaching Standards.

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**

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

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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.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

NSW GOVERNMENT | Education Public Schools

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

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

Plans, initiates, develops, evaluates

Creates and delivers

LEAD

HA

HA

HA

Attends

P **P** **P** **P** **P** **P**

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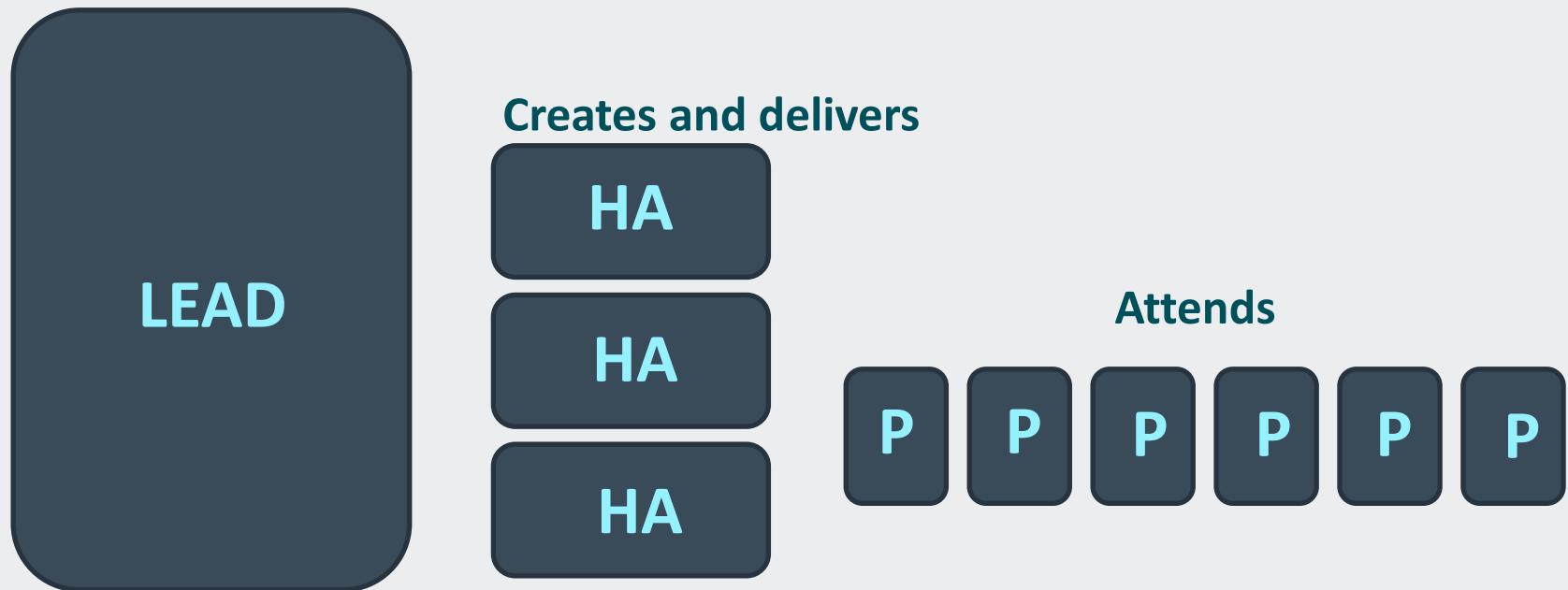
In July of 2015 **principals became the TAA (PT)** for *proficient* **levels of accreditation.**

LITTLE BOSS

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

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)

What *should be* my "go to" accreditation resources?

TOOLKIT

Education Public Schools

- 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
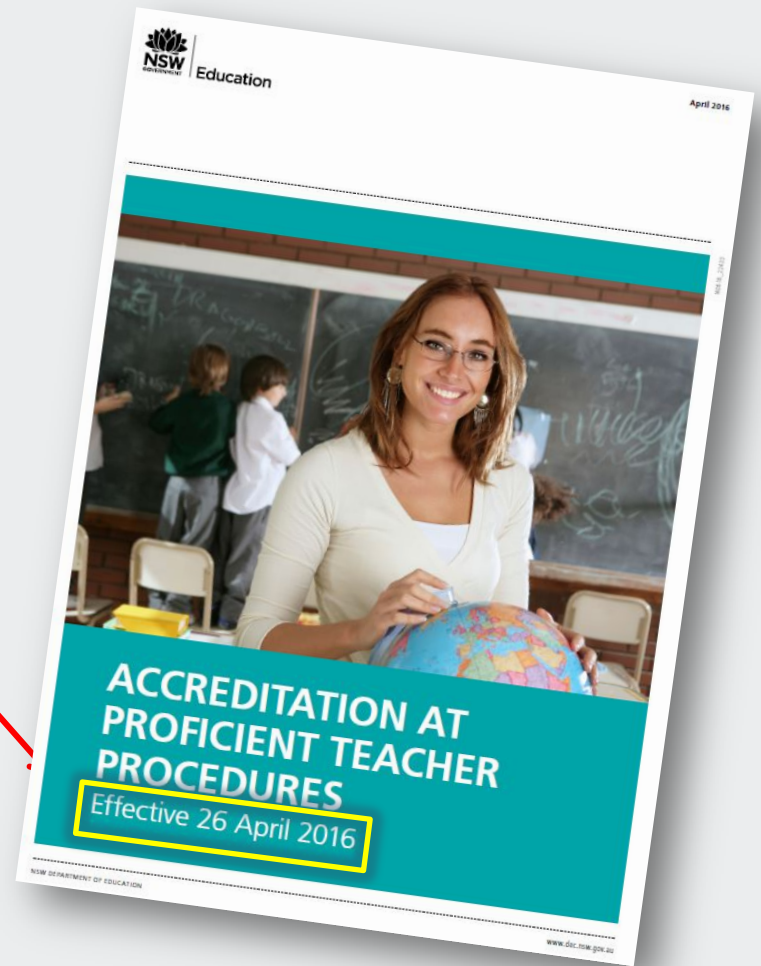
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What are the changes?

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."
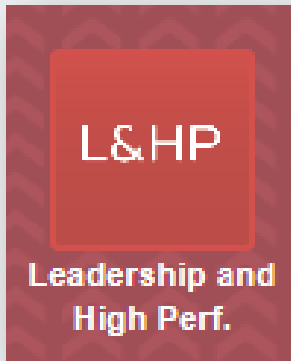
Where *do I find* the procedures?

Leadership and High Performance
https://detwww.det.nsw.edu.au/lhpa

L&HP

Leadership and
High Perf.

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

www.**nswteachers**.nsw.edu.au

The *Strong Start, Great Teachers* Website

Strong start, Great teachers

Before you start | Introduction | Phase 1 | Phase 2 | Phase 3 | Phase 4

Strong start, Great teachers is an innovative resource focussed on beginning teachers. Before you start navigating the resource it's important to read 'About' this resource and understand the key 'Principles' that underpin it.
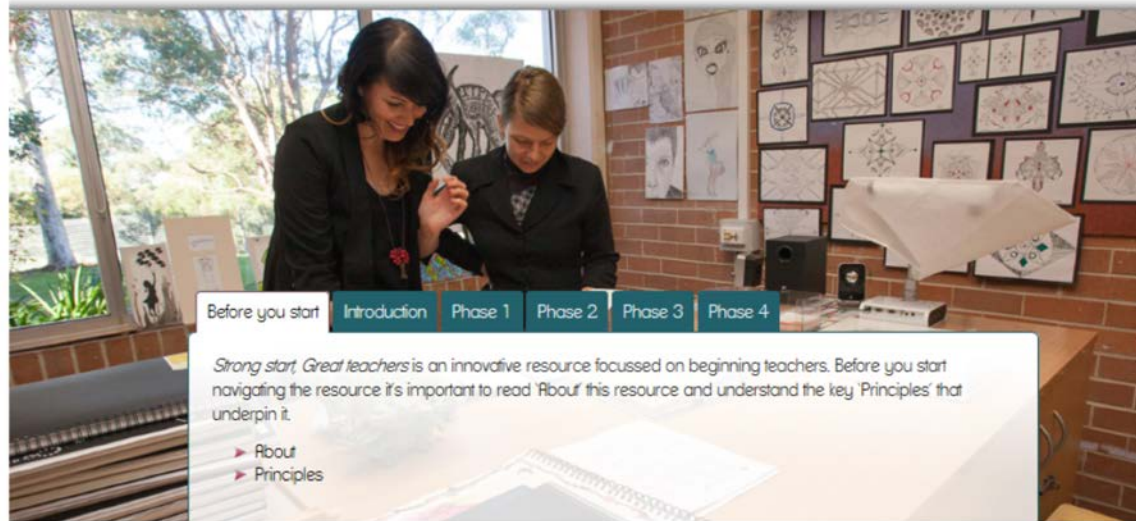
➤ About
➤ Principles

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

SS GT

Strong start, Great teachers

NSW GOVERNMENT | Education Public Schools

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· edu·** |

Home > Human Resources > School Teachers > **Induction**

Online registered professional learning
Teaching Standards in Action

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.

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

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

3 Domains → 7 Standards → 37 Descriptors

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

A tool such as this self-reflection matter... 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 Could provide evidence of this descriptor *now*	Demonstrated Could NOT provide evidence of this descriptor *now*	Working towards Could help to develop PDP goal
1	**Know students and how they learn**			
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.			
2	**Know the content and how to teach it**			
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.**PDF**Connect.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	**Know students and how they learn**			
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 *now*	**Demonstrated** Could NOT provide evidence of this descriptor *now*
1	**Know students and how they learn**			
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.			
2	**Know the content and how to teach it**			
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.

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)

Education
Public Schools

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.

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 ▬▬▬▬▬▬▬▬▬▬

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	✓

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:		Supervisor:		Year:	Select here

Teacher	Phase 1 - Plan						Phase 2 - Implement		Phase 3 - Review
	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.	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Observer #1:	Observer #2:	Self-assessment completed ☐Yes Click here to enter a date.
	PDP received /signed: ☐Yes	Select	Select	Select	Select	Select			Line Manager Review completed ☐Yes Click here to enter a date.
	PDP saved to folder: ☐Yes (with permission from teacher)	Select	Select	Select	Select	Select	Observation date: Click here to enter a date.	Observation date: Click here to enter a date.	Relevant documents saved and original signed PDP given to teacher ☐Yes
	Accreditation date (if valid): Click here to enter a date. ☐TRA ☐MAINT. ☐N/A	Select	Select	Select	Select	Select			Reminder for staff to enter PL on BOSTES Portal (if valid): ☐Yes ☐N/A
	Goal PL Focus Areas	Select here	Select here	Select here	Select here	Select here			

Teacher	Phase 1 - Plan						Phase 2 - Implement		Phase 3 - Review
	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.	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Observer #1:	Observer #2:	Self-assessment completed ☐Yes Click here to enter a date.
	PDP received /signed: ☐Yes	Select	Select	Select	Select	Select			Line Manager Review completed ☐Yes Click here to enter a date.
	PDP saved to folder: ☐Yes (with permission from teacher)	Select	Select	Select	Select	Select	Observation date: Click here to enter a date.	Observation date: Click here to enter a date.	Relevant documents saved and original signed PDP given to teacher ☐Yes
	Accreditation date (if valid): Click here to enter a date. ☐TRA ☐MAINT. ☐N/A	Select	Select	Select	Select	Select			Reminder for staff to enter PL on BOSTES Portal (if valid): ☐Yes ☐N/A
	Goal PL Focus Areas	Select here	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: ☐Yes	Select	Select	Select	Select	Select
PDP saved to folder: ☐Yes (with permission from teacher)	Select	Select	Select	Select	Select
Accreditation date (if valid): Click here to enter a date. ☐TRA ☐MAINT. ☐N/A	Select	Select	Select	Select	Select
Goal PL Focus Areas	Select here	Select here	Select here	Select here	Select here

Performance and Development *Register*

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: ☐Yes	Select	Select	Select	Select	Select
PDP saved to folder: ☐Yes (with permission from teacher)	Select	Select	Select	Select	Select
Accreditation date (if valid): Click here to enter a date. ☐TRA ☐MAINT. ☐N/A	Select	Select	Select	Select	Select
Goal PL Focus Areas	Select here	Select here	Select here	Select here	Select here

PL Focus Area

Select here
21CL
Ab Ed
Assessment
Collaboration
Community
Cultural
Curriculum
Data Analysis
Differentiation
ICT
Leadership
Literacy
Networks
Numeracy
Reporting
Wellbeing
OTHER

Performance and Development *Register*

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

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.

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			

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

Education
Public Schools

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	· SMART goal setting professional learning for all staff · Staff informed of milestones/processes and timeline for 2016	Week 1
	· PDP draft written ready for sign-off conversations with line managers (see sample PDP and reflection resource)	Week 3
	· PDP sign-off meetings/feedback with line managers · Staff encouraged to update BOSTES Portal (if valid) · (PDP to be submitted by end of Week 5)	Weeks 4 and 5
	· Learning Community Workshop (professional learning) – led by Exec (if required) · Accreditation Meeting (if required)	Week 6
	· Executive to record all PDP information on PDP Register (including any relevant accreditation due dates this year) · Executive to update whole-school register re: accreditation due dates	Week 6
	· Executive to analyse PDP data and refine/publish updated professional learning calendar for whole school	Week 7
	· Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones	Week 10
	· Teachers to confirm observer for Lesson Ob #1 (see sample observation template – optional)	Week 10
2	· Lesson observation #1 (or leadership practice observation for executive/senior executive) – includes pre-lesson discussion / lesson observation / post-lesson discussion (optional lesson observation feedback resource available)	Week 5
	· Learning Community Workshop (professional learning) – led by Exec (if required) · Accreditation Meeting (if required)	Week 6
	· Completion of formal review - PDP self-assessment (informal conversation with line managers re: refinements/concerns to be initiated as required)	Week 9
	· Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones	Week 10
	· Executive to update PDP Register - record lesson observation #1 date/observer and self-assessment completion · Executive to notify line managers of any performance concerns following self-assessment period	Week 10

Suggested PDF Implementation *Timeline* for 2016

Term	PDF Milestone	Week
3	· Learning Community Workshop (professional learning) – led by Exec (if required) · Accreditation Meeting (if required)	Week 6
	· Teachers to confirm observer for Lesson Ob #2 - this should be a different observer from Lesson Ob #1 (optional lesson observation feedback resource available)	Week 7
	· Lesson observation #2 (or leadership practice observation for executive/senior executive) – includes pre-lesson discussion / lesson observation / post-lesson discussion	Week 10
	· Exec – check milestones, refine timeline if required, reminders/PL for upcoming milestones	Week 10
	· Executive to update PDP Register - record lesson observation #2 date/observer (remind relevant staff to update PL hours on BOSTES Portal)	Week 10
4	· PDF formal end-of-cycle review meetings for teachers	Weeks 4 and 5
	· 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)	Weeks 6 and 7
	· All signed PDPs saved (with teacher permission) for principal access for final sign-off · Executive to update PDP Register – review meeting completion, PDPs signed and filed, BOSTES Portal update reminder · Executive to notify line managers of any performance concerns following review period	Week 9
	· Staff evaluation of PDF implementation for 2016 – led by PDF Leadership Team (see sample survey questions)	Week 9
	· Exec – survey data analysis to inform refinements/enhancements for 2017 PDF implementation · 2017 PDF Timeline to be refined for publication on school calendar and digital files/folders set up for coming year	Week 10

activity

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?
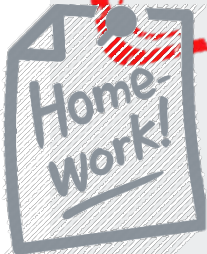
activity FOLLOW-UP

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

PDFConnect.weebly.com

PUBLIC SCHOOLS NSW • EDUCATIONAL SERVICES • TEACHER QUALITY ADVISOR • KRYSTAL BEVIN   WWW.SCHOOLS.NSW.EDU.AU

- 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?

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

activity

Home-Work!

Mapping Evidence | Brainstorm

Standard 1 – Know students and how they learn

Focus	Highly Accomplished	Lead	Evidence: Documentary | Referee | Observer	
			What have I *done?*	What *could* 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.**PDF**Connect.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

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Resources from today's session are available on the blog at www.**PDFConnect**.weebly.com