



Accreditation Policy

Purpose of the Accreditation

Cessnock West Public School will support teachers to meet the Australian Professional Standards for Teachers to be accredited at the level of Graduate, Proficient, Highly Accomplished and Lead Teacher by the Teacher Accreditation Authority.

Qualities of an Accredited Teacher

Proficient teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate. They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs. Proficient teachers are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.

Maximum period for achievement of mandatory accreditation for permanent teachers

The *Institute of Teachers Act (2004)* sets a maximum period of time for a full time teacher to achieve accreditation at Proficient Teacher.

The period for full time teachers who are:

- provisionally accredited is 2 years.
- conditionally accredited is 2 years.

Minimum time for completing the accreditation process

There is no minimum time requirement for teachers to meet the standards. The timeframe is dependent on the individual circumstances of the teacher and the capacity of the TAA to make reliable judgements about the competence of the teacher.

Maximum period for achievement of mandatory accreditation for casual, temporary and part-time teachers

The Act provides additional time through regulations for casual, temporary and part-time employees in relation to the maximum period of time to achieve accreditation.

The regulations set a maximum period for casual, temporary or part-time teachers who are:

- provisionally accredited of 5 years
- conditionally accredited of 6 years

Roles and responsibilities

New South Wales Education Teaching Authority (NESA)

- As of January, 2017 the New South Wales Education Teaching Authority (NESA) oversees the system of accreditation and recognition of teachers' professional capacity against the Australian Professional Standards for Teachers.
- Prior to employment NESA accredits a teacher as provisionally or conditionally accredited at Proficient Teacher.
- The NESA advises and assists TAAs in accrediting teachers and monitors the accreditation process across all schools. NESA supports the consistent and fair application of the Australian Professional Standards for Teachers for each teacher.
- TAAs should contact NESA for support and advice during the process of accreditation of teachers.
- NESA manages the use of external assessors in the accreditation process. It provides briefing sessions for these assessors to support their capacity to make consistent judgements. NESA also monitors the application of accreditation decisions across the state.

Teacher Accreditation Authority (TAA)

- Responsibility for the implementation of the accreditation process rests with the TAA.
- The TAA is a person or body authorised to determine if a teacher meets the requirements for accreditation at any level within the Australian Professional Standards for Teachers.
- The internal arrangements for managing the process of accreditation also vary. In most cases, TAAs will identify a teacher or a number of teachers to be responsible for managing and monitoring the teacher's accreditation.
- TAAs should ensure that responsibility for the progress of teachers is assigned to a supervising teacher or teachers. These supervising teachers should have the experience and capacity to engage colleagues in discussion and reflection about effective teaching and learning.
- TAAs should implement a policy to make sure that the most appropriate teachers are assigned responsibility for teachers.
- The TAA is responsible for submitting the Accreditation Report and sample of evidence to NESA within 21 days of making the accreditation decision.
- The TAA will supply a copy of the TAA's internal appeals process to the teacher.
- The TAA or an assigned supervising teacher is responsible for developing an Accreditation report and maintaining a record of the accreditation report and sample of evidence. All reporting will be in a consistent format.
- A TAA may be responsible for making an accreditation decision for a teacher who commenced their accreditation with another TAA. In these cases, the accrediting TAA should ensure that they are confident that their observations of the teacher are compatible with the records that have been

transferred in order for them to make a valid accreditation decision. In some cases, the accrediting TAA may wish to contact the original TAA for clarification about the teacher.

Role of the Supervising Teacher

- An experienced teacher or teachers should have responsibility for assisting and supporting the teacher to meet the Australian Professional Standards for Teachers.
- Supervising teachers should discuss the teacher's progress against the descriptors. Where appropriate, the supervising teacher should direct the teacher to the Evidence Guide for Proficient Teacher and any relevant resources within the school to support their progress. This may include discussion with peers and other experienced colleagues.
- The capacity of supervising teachers to make valid and reliable accreditation judgements acknowledges and supports the primacy of the professional judgements that have always been made by teachers in schools. This will entail becoming familiar with the standards, descriptors and the Evidence Guide over time and engaging with the teacher in collegial discussions and reflections on issues related to effective teaching and the application of the Standards.
- Responsibility for the accreditation of teachers can be assigned to one or more teachers.
- A supervising teacher may be assigned the responsibility for developing an Accreditation report and maintaining a record of the accreditation report and sample of evidence. All reporting will be in a consistent format.

Role of the Teachers

- Teachers are expected to collect samples of their work as evidence for accreditation. This includes written documentation such as lesson plans and programs that have been signed and dated by a representative of the TAA as contributing to their successful attainment of the standards.
- In consultation with a representative of the TAA, the teacher should take responsibility for managing their progress towards mandatory accreditation. Self evaluation is fostered throughout the accreditation process by genuine collaboration between teachers and their colleagues.
- The NESA website (educationstandards.nsw.edu.au) will be a source of on-going support for the teachers.
- Teachers should also be provided with a copy of the TAA's internal appeals process.

The accreditation process

- The process for meeting the standards will be developmental, transparent and consultative. Communication between the supervisor and teacher will be open and honest.
- The process will be focused on supporting and assisting the teacher to achieve accreditation.
- The Australian Professional Standards for Teachers will provide direction and structure to support the development of teachers.
- Time and support will be provided to develop the teachers' confidence in being able to meet the standards.

- Constructive feedback will be provided to the teacher throughout the accreditation process.
- As appropriate, strategies to improve teachers' teaching practice and suggested areas for professional learning will be recommended.
- Teachers should reflect on, analyse and document their own progress against the Descriptors. Teachers should be given the opportunity to lead the discussion about their progress against the Descriptors with their supervisor as well as with other colleagues.
- In addition, teachers should be responsible for seeking professional engagement with colleagues, within and outside of the school so as to improve their practice.

Cessnock West school-based accreditation process

Plan for classroom observations

Observation of teaching in a variety of contexts over a period of time

- Observation of teaching should be the primary indicator of the teacher's capacity to provide learning opportunities for all students in the class.
- Supervising teachers will need to consider carefully the types of evidence that are appropriate to inform judgements based on observation.
- Observation should be accompanied by discussion and constructive feedback to the teacher.
- The teacher should have an opportunity to reflect and express their thoughts on the lesson particularly as it relates to their progress against the Descriptors.

Classroom observations will be used to gather evidence of the teacher's classroom practice. The number of classroom observations and the structure of the meetings relevant to the observations will be determined by the TAA in consultation with the teacher.

Plan for feedback

Feedback will be provided in the form of discussion with the teacher about their progress as well as guidance on their further development. This will be recorded by the supervisor at each meeting, signed by the teacher and the supervisor. A copy of such meeting notes will be given to the teacher. Feedback will be in relation to the Australian Professional Standards for Teachers.

Plan for review and analysis of teaching programs

This will provide valuable evidence about the teacher's capacity to identify student learning needs and design lessons that reflect syllabus outcomes and maximise student learning opportunities. Ideally there will be a correlation between the adequacy of planning, the resulting documentation, the quality of teaching practice and the quality of student learning. This review will be conducted each term and a written analysis of their teaching and learning program will be provided to the teacher.

Plan for review and analysis of student learning outcomes

Teachers should be developing and refining their capacity to use feedback as a tool to improve student learning. This includes formal feedback such as student assessment as well as informal feedback to students and their parents or caregivers about learning progress. It also includes analysing student learning to plan future lessons or make programming decisions.

Plan for gathering information about teachers' professional engagement with colleagues, parents,

caregivers and the broader community

This includes evidence of the capacity to use interpersonal skills appropriately to communicate with parents, caregivers and members of the broader community.

Teachers will also need to demonstrate they can work productively with colleagues as well as engaging in constructive professional discussions to improve and refine teaching practice and ultimately to improve student learning.

Making a valid judgement

- Making a valid judgement is dependent on evidence of a teacher's demonstrated capacity to meet the Standards on a consistent basis. That is, an individual who demonstrates competence haphazardly cannot be regarded as meeting the level of competence required by the Descriptors.
- A valid judgement also requires triangulation of sources of evidence. For example, the capacity to create a successful classroom environment for learning will be underpinned by effective lesson planning, use of appropriate learning strategies, application of content and syllabus knowledge together with knowledge of individual students.
- In addition, the teacher will contribute to the accreditation process by evaluating the success or otherwise of their planning and delivery of lessons.
- Teachers who are experiencing difficulty meeting some standards will be provided with appropriate support to meet the Descriptors.

Privacy and personal Information

Please note, the use of the student work samples does not breach the Privacy and Personal Information Protection ('PPIP') Act 1998 provided anything that would allow the student to be identified is removed.

The copyright in the samples is retained by the individual student. Where samples are used in the Report, the teacher should have the informed consent of the student (and, depending on the student's age, from his or her parents).

- Records of meetings between the supervisor and the teacher, such as pre and post lesson observations, formal discussions involving review and analysis of teaching programs or student learning outcomes or information about teacher's professional engagement with colleagues, parents, caregivers and the broader community.
- Records of classroom observations and the feedback provided by the supervisor.
- Any other materials identified by the school including such items as digital and audio recordings of the teacher's practice.

Completing the Accreditation Report

The TAA or a representative of the TAA can complete the Accreditation Report including evidence of a teacher's demonstrated ability to meet all the Descriptors. The report must be endorsed by the TAA. The teacher must discuss the contents of the report with the TAA or his/her representative. The teacher may not necessarily agree with the contents of the report.

It is the responsibility of the teacher to include their own examples of collected evidence. Such examples include authorised (signed, dated and institute number recorded) documents such as teaching programs and lesson plans.

The teacher will need to select evidence to support the comments made by the TAA on the accreditation report. Each item of evidence is to be annotated to indicate the number of the Descriptors being addressed and how the evidence demonstrates the Descriptor. This is best done in consultation with the person in the school designated to write the report.