

School Board

Teacher Accreditation Authority

Policy Scope

This policy relates to Australian Christian College - Singleton Ltd. (ACC)

Policy

The purpose of this policy is support teachers to meet the Australian Professional Standards for Teachers and to be accredited at the level of Proficient Teacher by the Teacher Accreditation Authority.

Acknowledgements

This policy is based on a template provided by the Association of Independent Schools NSW.

Structure

- The legal entity for the TAA is the same as the School - Australian Christian College - Singleton Ltd.
- The School Board delegates the authority for all decisions to the TAA as per the delegation schedule.

TAA Delegation Schedule

Item	Authority
Accreditation Decisions	TAA
Internal Appeals Process	TAA
External Appeals Process	Administrative Decisions Tribunal
Potential Conflicts of Interest	TAA Supervising Teacher

Definitions

Qualities of a proficient 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.
- Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/ carers and community members. They behave professionally and ethically in all forums (Australian Professional Standards for Teachers p.6&7).

Timeframes for Full-Time Staff

Maximum period for achievement of mandatory accreditation

The Teacher Accreditation Act 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:

1. provisionally accredited is 3 years
2. conditionally accredited is 4 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.

How does the school ensure that Full-Time Teachers are provisionally accredited within the required timeframe?

1. The TAA inducts all new Teachers into the accreditation process.
2. Teachers who are working towards Proficient Teacher accreditation are required to submit a timeline of goals so that they can complete the process within the required timeline.

What documentation is maintained by the School to ensure that Full-Time Teachers are provisionally accredited within the required timeframe?

1. Timeline of Goals
2. Register of meeting attendance

Timeframes for Casual, Temporary and/or Part-Time Staff

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:

1. provisionally accredited of 5 years
2. conditionally accredited of 6 years.

How does the school ensure that Casual, Temporary and/or Part-Time Teachers employed at the School are provisionally accredited within the required timeframe?

1. The TAA inducts all new Casual, Temporary and/or Part-Time Teachers into the accreditation process through a video podcast.
2. Casual, Temporary and/or Part-Time Teachers who are working towards Proficient Teacher accreditation are required to submit a timeline of goals so that they can complete the process within the required timeline.

Extending the Maximum Period

Casual, temporary or part time teachers who do not have the opportunity to be accredited during the maximum period may apply to BOSTES for an extension of this time. The criteria for endorsement of an extension include a range of circumstances such as:

- lack of reasonable opportunity to present for accreditation
- child rearing responsibilities
- home care responsibilities
- sickness or misadventure
- other appropriate professional circumstances.

How does a Casual, Temporary and/or Part-Time Teacher employed at the school apply for an extension?

1. **The Casual, Temporary and/or Part-Time Teacher informs the TAA of intent to apply for an extension.**
2. **The Casual, Temporary and/or Part-Time Teacher requests an extension from BOSTES.**

Minimum teaching requirements for mandatory accreditation for casual teachers

Each accreditation decision is made on the basis that a supervising teacher has observed the competent teaching practice of a teacher over a period of time. This period of time needs to be sufficient for a TAA to be confident that the teacher meets the Descriptors consistently.

Guidelines for assuring consistency of accreditation decisions

As a guide, casual, temporary and part-time teachers should complete at least 180 Full-time Equivalent days of teaching to meet the accreditation requirements at Proficient Teacher. This period of time should enable them to develop and demonstrate their teaching capability and is the equivalent of approximately one year of full-time teaching.

Casual, temporary and part-time teachers should undertake a period of continuous teaching (either full-time or part-time) within a single school. This period can occur within the 180 days and could comprise one to four days over two terms to five terms. It is essential that the period of employment is long enough for a TAA to be confident that a valid and reliable decision can be made about a teacher's accreditation.

In all employment scenarios, it is the responsibility of the TAA in consultation with the casual, temporary or part-time teacher, to judge when an accreditation decision can be validly and reliably made about the teacher.

How does a Casual, Temporary and/or Part-Time Teacher employed at the school monitor the number of teaching days that they complete?

1. Completion of a Teaching Log that is registered by the TAA

How does the TAA ensure that an accreditation decision can be validly and reliably made about the Casual, Temporary and/or Part-Time Teacher?

1. The Casual, Temporary and/or Part-Time Teacher will request to be involved in the school's accreditation process in the form of a written letter to the Principal and TAA.
2. The Casual, Temporary and/or Part-Time Teacher will collect quality evidence from their teaching days.
3. The Casual, Temporary and/or Part-Time Teacher will select and annotate quality evidence according to the BOSTES guidelines.
4. The Casual, Temporary and/or Part-Time Teacher will complete Professional Development through Quality Teaching Council Registered PD's, Teacher Identified PD's, approved university or TAFE study.
5. The Casual, Temporary and/or Part-Time Teacher will receive a Mentor to assist in planning a timeline to complete accreditation, to provide guidance in selecting Professional Development linked to personal and professional goals, to observe lessons, to provide teaching feedback and to support the Teacher in gathering evidence.
6. The TAA will receive feedback and comments from Mentors indicating competency after mentorship.
7. The Principal will complete a Professional Character and Performance Appraisal on the Casual, Temporary and/or Part-Time Teacher.

Requirements for accreditation at Proficient Teacher

The criteria and processes for assessing casual, temporary or part-time teachers' achievement of the standards for Proficient Teacher are the same as those for full-time teachers.

Notifying BOSTES of an accreditation decision

All accreditation decisions must be notified within 21 days to BOSTES, including any decision to not accredit a teacher.

Who notifies BOSTES of an accreditation decision and how does this occur?

1. The TAA will notify BOSTES of all accreditation decisions.
2. The TAA confirms Teacher competency by signing the Accreditation for Proficient Teacher Submission Report and posts the completed submission to BOSTES within 21 days of confirming the decision to accredit the Teacher at Proficient Teacher Level.
3. If the Teacher does not meet requirements for accreditation at Proficient Teacher, the TAA will notify BOSTES within 21 days of confirming the decision to not accredit the Teacher at Proficient Teacher Level.

Roles & Responsibilities

Board of Studies, Teaching and Educational Standards

1. The Board of Studies, Teaching and Educational Standards (BOSTES) oversees the system of accreditation and recognition of teachers' professional capacity against the Australian Professional Standards for Teachers.
2. Prior to employment BOSTES accredits a teacher as provisionally or conditionally accredited at Proficient Teacher.
3. The BOSTES advises and assists TAAs in accrediting teachers and monitors the accreditation process across all schools. BOSTES supports the consistent and fair application of the Australian Professional Standards for Teachers for each teacher.
4. TAAs should contact BOSTES for support and advice during the process of accreditation of teachers.
5. BOSTES manages the use of external assessors in the accreditation process. It provides briefing
6. sessions for these assessors to support their capacity to make consistent judgements. BOSTES also monitors the application of accreditation decisions across the state.

Teacher Accreditation Authority (TAA)

1. Responsibility for the implementation of the accreditation process rests with the TAA.
2. 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.
3. 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.
4. 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.
5. TAAs should implement a policy to make sure that the most appropriate teachers are assigned responsibility for teachers.
6. The TAA 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.
7. The TAA is responsible for submitting the Accreditation Report and sample of evidence to BOSTES within 21 days of making the accreditation decision.
8. The TAA will supply a copy of the TAA's internal appeals process to the teacher.
9. 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

1. An experienced teacher or teachers should have responsibility for assisting and supporting the teacher to meet the Australian Professional Standards for Teachers.
2. 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.
3. 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.
4. Responsibility for the accreditation of teachers can be assigned to one or more teachers.

Role of the Teachers

1. 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.
2. 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.
3. The BOSTES website will be a source of on-going support for the teachers.
4. Teachers should also be provided with a copy of the TAA's internal appeals process.

How are teachers informed of their role and responsibilities in this process?

1. On employment, Teachers are issued a Staff Handbook which outlines their role and responsibility in the accreditation process.
2. The TAA inducts all new teachers into the accreditation process and registers their meeting attendance.
3. The TAA and Supervising Teacher ensure that all teachers have completed the BOSTES Modules on Accreditation Support for Teachers and register Teacher attendance.
4. Teachers are provided with an accreditation folder that includes checklists, templates, evidence samples and registrations.
5. Teachers are provided with easy access to sample quality documents for reference and use on google drive.

6. Teachers are allocated a Mentor to assist in planning a timeline to complete accreditation, to provide guidance in selecting Professional Development linked to personal and professional goals, to observe lessons, to provide teaching feedback and to support the Teacher in gathering evidence.

An overview of the accreditation process

1. The process for meeting the standards will be developmental, transparent and consultative. Communication between the supervisor and teacher will be open and honest.
2. The process will be focused on supporting and assisting the teacher to achieve accreditation.
3. The Australian Professional Standards for Teachers will provide direction and structure to support the development of teachers.
4. Time and support will be provided to develop the teachers' confidence in being able to meet the standards.
5. Constructive feedback will be provided to the teacher throughout the accreditation process.
6. As appropriate, strategies to improve teachers' teaching practice and suggested areas for professional learning will be recommended.
7. Teachers should reflect on, analyse and document their own progress against the Descriptors.
8. 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.
9. In addition, teachers should be responsible for seeking professional engagement with colleagues, within and outside of the school so as to improve their practice.

What is the meeting schedule for the accreditation process at the school?

1. The TAA and Supervising Teacher conduct an Orientation/Induction Meeting with Teachers to inform the Teachers of their role and responsibilities in the accreditation process. Teachers receive an accreditation folder that includes checklists, templates, evidence samples and registrations.
2. The TAA and Supervising Teacher conduct four separate workshops to review Modules 1-4 of BOSTES Accreditation Support for Teachers.
3. Casual, Temporary and/or Part Time Teachers view a video podcast of Module 5 of BOSTES Accreditation Support for Teachers prepared by the TAA.
4. The TAA and Supervising Teacher conduct a Question and Answer Reflection Meeting at the end of Term Four.
5. Teachers are encouraged to meet with their Mentors twice a term to discuss Mentor observations and teacher progress in the accreditation process.
6. The TAA or Supervising Teacher will meet individually with Teachers at the end of Term Two and Term Four to discuss and check on evidence collection and meeting timeline goals.
7. Teachers will meet individually with the Supervising Teacher to review prepared submission packages for Accreditation at Proficient Teacher Level at least six months prior to accreditation date.
8. Teachers will meet individually with the Supervising Teacher to review final changes to submission packages for Accreditation at Proficient Teacher Level at least three months

- prior to accreditation date. The Supervising Teacher will provide notice of approval or failure to meet requirements based on evidence provided for submission.
9. Teachers will meet individually with the Supervising Teacher to formally authorise and sign the accreditation submission package at least six weeks prior to accreditation due date.
 10. The TAA and Supervising Teacher will conduct an Induction meeting with designated Mentor Teachers to provide guidelines and responsibilities for being a Mentor. Mentors will receive a Mentorship Program Folder that includes policies, procedures and report templates. Mentors will receive and sign a Mentorship Agreement form.
 11. The TAA and Supervising Teacher will conduct two Collaboration Meetings with the designated Mentors at the end of Terms Two and Three.
 12. The TAA and Supervising Teacher will conduct a Debriefing Meeting with the designated Mentors at the end of Term Four.
 13. The TAA and Supervising Teacher will conduct an Induction Meeting for Proficient Teachers maintaining their Proficient Accreditation Level.
 14. The TAA and Supervising Teacher will conduct two Collaboration Meetings with Proficient Teachers maintaining their Proficient Accreditation Level each year in their maintenance cycle.
 15. The TAA and Supervising Teacher will meet individually with Proficient Teachers to sign and authorise the Maintenance of Accreditation Report for Proficient Teacher.
 16. Proficient Teachers maintaining their Proficient accreditation are encouraged to meet with their Mentors twice a term to discuss Mentor observations and progress in their maintenance goals.
 17. The TAA and Supervising Teacher will conduct an Information Meeting with pre-2004 Teachers to inform them of BOSTES procedures for obtaining Accreditation at Proficient Teacher Level. Once pre-2004 teachers have been officially accredited at Proficient Teacher Level, they will attend Maintenance of Accreditation Meetings as scheduled.

The 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.

Who is responsible for classroom observations and how do they occur at the school?

- 1. The Principal, Deputy Principal, Mentor Teachers and Principal-approved Proficient Teachers can conduct and provide feedback for a formal classroom observation.**
- 2. Teachers seeking Accreditation at Proficient Teacher Level will submit five formal observation reports to the TAA and Supervising Teacher.**
 - **Three of the five formal observations reports need to be completed by three different approved observers for the Accreditation at Proficient Teacher BOSTES submission.**
 - **Teachers are encouraged to schedule the remainder of the formal observations with their Mentor teachers (three maximum observations).**
- 3. Proficient Teachers completing their Maintenance of Accreditation at Proficient Teacher Level will submit two formal observation reports each year in their maintenance cycle to the TAA and Supervising Teacher.**
 - **Proficient Teachers are encouraged to schedule formal observations with their Mentor.**
 - **Proficient Teachers who are approved Mentors are encouraged to schedule formal observations with the Principal or Deputy Principal.**
- 4. The classroom observation process occurs in three stages:**
 - **Pre-observation Meeting - Teachers will schedule a meeting with the observing Teacher to discuss the lesson to be taught.**
 - **Classroom Observation - as scheduled and discussed.**
 - **Post-observation Meeting - Observing teachers will schedule a meeting with the Teacher to review the observation report and provide feedback.**

What documentation is available for review of the classroom observations?

- 1. A Lesson Observation Report template is available for Teachers to view on google drive and will be discussed in the Pre-observation meeting.**
- 2. The Principal, Deputy Principal, Mentor teachers and approved Proficient Teachers will have sole access to final Lesson Observation Reports in order to make changes or edit a report.**
- 3. Teachers will be given a final copy of the completed Lesson Observation Report in the Post-observation meeting.**

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.

How does the feedback process take place at the school?

- 1. Teachers will receive feedback from an observing teacher regarding formal classroom observation on the Lesson Observation Report discussed in the Post-observation meeting.**
- 2. Teachers will receive feedback from their Mentor in the form of discussion about their progress in preparing teaching programs, planning and delivering lessons, managing behaviour in the classroom and choosing Professional development.**
- 3. Teachers will receive feedback from their Mentor in the form of a written checklist about their progress in achieving the Australian Professional Standards for Teachers.**
- 4. Teachers will receive feedback from the TAA and Supervising Teacher in the form of discussion about their progress in collecting and annotating quality evidence for the Accreditation at Proficient Teacher Submission.**
- 5. Teachers will receive feedback from the Principal in the form of a Professional Character and Performance Appraisal.**
- 6. Teachers will receive feedback from the Supervising Teacher in the form of discussion about their Accreditation at Proficient Teacher Submission.**
- 7. Any feedback that includes a warning for non-compliance or incompetency will be in written letter form.**
- 8. Teachers will receive feedback from the TAA in the form of an email when their Accreditation for Proficient Teacher Submission or their Maintenance of Accreditation Report has been signed and posted to BOSTES.**

What documentation is available for review of the feedback provided?

- 1. Lesson Observation Reports completed by observing teachers**
- 2. Teacher Accreditation Standards Achievement Report completed by Mentors**
- 3. Registers of Teacher meetings with the TAA and Supervising Teacher**
- 4. Professional Character and Performance Appraisal completed by the Principal**

5. Email from the TAA to the Teacher regarding their Accreditation submission to BOSTES

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.

Who conducts the review and analysis of teaching programs and how does this occur?

- 1. Teaching programs are informally reviewed and analysed by the Teacher's Mentor. At this time, Teachers are encouraged to make changes and modify their teaching programs.**
- 2. Teaching programs are formally reviewed and analysed by the Academic Coordinator. The Academic Coordinator may meet with Teachers to discuss any further changes or modifications that need to be made to their teaching program.**

What documentation is available at the school to ensure that the review and analysis of teaching programs is taking place?

- 1. Digital copies of teaching programs are uploaded on google drive.**
- 2. Hard copies of teaching programs are printed and annotated.**

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.

How are teachers developing their ability to use feedback as a tool to improve student learning?

- 1. Mentors will assist Teachers in developing their ability to use feedback as a tool to improve student learning as they meet with Teachers to discuss specific lesson plans and classroom observations.**
- 2. Teachers will create a differentiation table to describe the needs and learning abilities of their students. The information presented on this table will be taken from informal and formal assessment in the classroom. The feedback from these assessments will assist Teachers in modifying and annotating their teaching programs.**

How are teachers analysing student learning to inform their future lessons and teaching programs?

1. **Teachers are encouraged to include a variety of assessment strategies in their teaching programs and daily lesson plans in order to inform future lessons and teaching programs.**
2. **Teachers will annotate a hard copy of their teaching program reflecting how student performance and learning has informed the lessons planned in their teaching programs.**

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.

What evidence is available to prove that Teachers are developing their capacity to communicate?

1. **Teacher-parent Interview Nights are scheduled at the end of Term Two for Teachers to meet formally with parents in scheduled interviews.**
2. **Teachers are encouraged to contact parents through email, telephone calls and after-school meetings to discuss student concerns and progress. All teacher-parent communication through telephone calls and meetings is recorded on Quickschools online.**

How does the School provide opportunities for Teachers to work with colleagues?

1. **Teachers are provided with opportunities to present current teaching topics and information at scheduled staff meetings.**
2. **Proficient teachers approved by the Principal are given the opportunity to be a Mentor teacher.**
3. **Proficient teachers selected by the Principal are given stage or department leadership roles. Teachers in the position of a stage leader or department leader meet with other teachers in their stage or department on a weekly basis to discuss group events, learning programs, student concerns and classroom needs.**

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.

What process does the school have in place for supporting Teachers who are having difficulty with meeting the Descriptors?

- 1. Mentor teachers provide guidance and feedback as they observe and meet with Teachers. The Mentor completes a Teacher Accreditation Standards Achievement Report. Any descriptors that need attention are highlighted and discussed with suggestions for improvement.**
- 2. If a Teacher continues to demonstrate incompetency in meeting the descriptors, the Mentor will inform the Principal. The Principal and Teacher will meet to discuss and explain areas of incompetency. A plan for improvement including a timeframe for achievement will be written and signed by the Teacher and Principal.**
- 3. If a Teacher does not follow the plan for improvement or still fails to meet the descriptors discussed, the Teacher will meet with the TAA and Principal to explain the incompetency and receive a second timeframe for achievement on a written plan signed by the Principal, TAA and Teacher.**

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).

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 and dated) 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.

What are the guiding principles for completing the Accreditation Report?

Which Descriptors have to be achieved?

Accreditation requires that teachers meet all the Descriptors in the Australian Professional Standards for Teachers at Proficient Teacher, across the seven Standards. That is, achievement of all the Descriptors is considered essential to be an accredited teacher. It should be noted that the Descriptors constitute the most easily identified and agreed aspects of the complex process of teaching. As such, they constitute the agreed descriptive statements of an intricate and complex process.

Identifying proficiency

The imperative to assist and guide students to improve their learning underpins each Descriptor. Proficiency will be identified when the teacher is able to create, on a consistent basis, an environment where learning opportunities for all students are enabled. The creation of such an environment will be evidence of the teacher's ability to effectively integrate and apply the knowledge and skills that comprise each Descriptor. The alternative to proficiency is when student learning opportunities are denied or limited because of the shortcomings of the teaching. There can be no exception to the measure of proficiency if a teacher is to be regarded as a full member of the profession. That is, syllabus requirements must be met and students are to be supported and have their learning needs addressed.

A holistic judgement

Making a holistic judgement involves observing and analysing the integration of a teacher's skills, knowledge and practices during teaching. The decision to accredit a teacher requires a judgement that the teacher's practice is integrated across varied circumstances. Recognising a proficient teacher requires an understanding that combinations of Descriptors are applied and demonstrated in a range of circumstances. Such recognition requires the collection of a range of evidence including observation as well as review of documentation. The Descriptors should not be used as an individual checklist or as any reductionist summation of

the complexity of teaching. Any process that seeks to judge competence as an aggregate of individually observed behaviours is not adequate for making a reliable accreditation decision.

What is the process for making a judgement at the School?

- 1. A judgment to recommend or not recommend a Teacher for Accreditation at Proficient Level is made following an adequate timeframe for the Teacher to demonstrate all the Australian Professional Standards and Descriptors as evidenced by classroom observations, teaching programs, verbal and written Mentor feedback, Principal recommendation, completion of approved Professional Development and quality evidence of all the Professional Standards formally collected and annotated by the Teacher.**
- 2. When a Teacher has completed the set procedures for demonstrating achievement of all of the Professional Standards and Descriptors, the Teacher will meet with the Supervising Teacher to review the prepared Accreditation at Proficient Teacher submission. Any changes or modifications to the submission will be discussed and noted. The Teacher has a timeframe of three months to make final changes and/or add any missing documentation.**
- 3. The Teacher will meet with the Supervising Teacher to review changes and modifications to the submission for Accreditation at Proficient Teacher Level.**
- 4. If the Teacher's submission is approved by the Supervising Teacher, the Supervising Teacher will write, sign and stamp the Accreditation at Proficient Teacher Report. The Supervising Teacher will meet with the Teacher to read and sign the final report.**
- 5. The TAA will meet with the Supervising Teacher to review the final report and supporting evidence in the Accreditation for Proficient Teacher submission. The TAA will sign the submission recommending that the Teacher be accredited at Proficient Teacher Level. The final Accreditation report and evidence package will be posted to BOSTES at least 21 days prior to the Teacher's accreditation due date or within 21 days of formally recommending the Teacher for Proficient Teacher level.**

What happens if a Teacher is not recommended for accreditation?

- 1. If a Teacher is not recommended for accreditation, the TAA will inform the Teacher that they can request an external review of the decision by the Administrative Decisions Tribunal (ADT).**
- 2. If a Teacher wishes to request the external review, they must first go through the Appeals Process as listed on the next page.**

The Appeals Process

A teacher may appeal the decision of the TAA to not recommend for accreditation. As listed above, the Teacher must be informed of the Appeals Process in the event that the TAA has decided not to recommend them for accreditation.

The appeals process has two processes:

1. The internal review
2. The external review

The Internal Review

The Internal Review is a process whereby the TAA will review the decision not to recommend the Teacher for accreditation.

How does a Teacher request an internal review of their recommendation for accreditation?

1. The Teacher must request an internal review in writing to the TAA
2. The Teacher must place this request within 28 days of the Teacher being informed of the decision not to recommend for accreditation
3. In the written request, the Teacher must supply the following:
 - a. The Teacher's name
 - b. The date that the appeal was submitted

What is the process for conducting an internal review?

1. As a part of the internal review, the TAA must assess whether or not there has been procedural fairness in the decision making process. This questions must be answered?
 - a. When did the Teacher receive a copy of the Australian Professional Standards for Teachers and the Descriptors for a Proficient Teacher?
 - b. Were the observations of the Teacher adequate to make an accreditation decision?
 - c. What was the frequency of the Teacher's meetings with the delegated supervising teacher?
 - d. What was the nature of the feedback given to the Teacher?
 - e. What support was provided to the Teacher when it was clear that they were having trouble meeting the Descriptors?
 - f. Was the Teacher given the right to respond to the decision not to recommend them for accreditation prior to the official notification of the recommendation?
2. If the TAA determines that the Teacher has not been afforded procedural fairness, the TAA and the Teacher will meet to agree on a timeline and a process by which the Teacher can work towards the areas where they have not been afforded procedural fairness.
3. If the TAA determines that the Teacher has been afforded procedural fairness, they will document their review and inform the teacher if the original decision still remains in place.

4. At the end of the Internal Review, the Teacher has the right to request an external review as listed below.

What is an external review?

The NSW Institute of Teachers Act (2004) specifies that a person may apply to the Administrative Decisions Tribunal (ADT) for a review of the accreditation decision after the internal review process has taken place.

Policy Review

At the discretion of the TAA.

Version

2.0