ACCREDITATION OF NEW SCHEME TEACHERS AT PROFESSIONAL COMPETENCE

PROCEDURES
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1. **ABSTRACT**

1.1 These procedures describe the process for the mandatory accreditation at Professional Competence of new scheme teachers approved to teach in NSW government schools and employed by the NSW Department of Education and Training.

These procedures also describe the process for the mandatory maintenance of accreditation at Professional Competence.

1.2 These procedures must be read and applied in conjunction with the mandatory *Accreditation of New Scheme Teachers in NSW Government Schools Policy*.

2. **NEW SCHEME TEACHERS**

2.1 New scheme teachers are teachers (either permanent, casual or temporary) who have:

(i) never been employed to teach in NSW schools before 1 October, 2004: or

(ii) not been employed as a teacher in NSW schools at any time during the last five years. This includes people with K-12 teaching experience in NSW schools who return to teaching following an absence of five years or more and are employed after 1 October, 2004. These teachers are referred to as returning new scheme teachers.

2.2 Teachers who are fully registered in another state and territory in Australia may apply to the Institute of Teachers to have their registration recognised. For more information on recognition of interstate teacher registrations refer to the Institute’s website [http://www.nswteachers.nsw.edu.au/Interstate-Teachers.html](http://www.nswteachers.nsw.edu.au/Interstate-Teachers.html). Teachers who have their registration recognised by the Institute of Teachers are still required to complete the department’s probationary requirements.

2.3 Teachers employed by the department before 1 October, 2004 who are returning to teaching after working in non school based positions within the department or the Office of the Board of Studies NSW are not regarded as new scheme teachers.

2.4 Teachers such as school counsellors, teachers currently teaching in departmental preschools and teachers who do not implement curriculum as determined by Office of the Board of Studies NSW who wish to be accredited must be able to demonstrate the Professional Teaching Standards at Professional Competence.

3. **APPROVAL TO TEACH**

3.1 To be approved to teach with the department new scheme teachers must meet:

(i) the suitability requirements of the department by holding recognised teaching qualifications and undergoing appropriate medical assessment and probity checks; and
(ii) the requirements for provisional or conditional accreditation with the Institute of Teachers.

4. MANDATORY ACCREDITATION OF NEW SCHEME TEACHERS AT PROFESSIONAL COMPETENCE AND THE MAINTENANCE OF ACCREDITATION

4.1 Mandatory requirement to be accredited at Professional Competence and to maintain accreditation

4.1.1 It is a mandatory requirement that new scheme teachers who are permanently appointed to, or who teach on a casual or temporary basis in, NSW government schools are to achieve accreditation at Professional Competence with the Institute of Teachers within the required timeframe.

To achieve this, new scheme teachers must demonstrate all standards at Professional Competence across the seven elements described in the Institute of Teachers’ Professional Teaching Standards. This involves demonstrating the ability to integrate and apply the knowledge and skills that underpin the Professional Teaching Standards and create, on a consistent basis, an environment where learning opportunities for all students are optimised.

4.1.2 It is a mandatory requirement for new scheme teachers who are accredited at Professional Competence to maintain their accreditation. Refer to section 4.11 of these procedures for timeframes for maintenance of accreditation at Professional Competence.

4.1.3 Maintenance of accreditation at Professional Competence involves:

- paying the annual accreditation fee;
- continuing to demonstrate, through their practice, the Professional Teaching Standards at Professional Competence;
- participating in and completing a mandatory minimum of 100 hours of continuing professional development over the required timeframe (refer to section 4.10 of these procedures); and
- completing the Principal’s Report on Maintenance of Accreditation at Professional Competence (T2).

4.2 Teacher Accreditation Authority

4.2.1 Consistent with the Institute of Teachers Act 2004 the Department of Education and Training’s Director-General has delegated the school education director as the Teacher Accreditation Authority with the responsibility for making accreditation decisions at Professional Competence along with making decisions concerning the maintenance of accreditation at Professional Competence.
4.3 **Role of the NSW Institute of Teachers**

4.3.1 The Institute of Teachers oversees the system of accreditation at Professional Competence and monitors the maintenance of accreditation. This includes:

- maintaining a database of teachers at different levels of accreditation;
- arranging for external assessors to review the Professional Competence accreditation decisions of Teacher Accreditation Authorities to identify any patterns of discrepancy in the accreditation reporting and judgements;
- issuing certificates of accreditation for new scheme teachers to Teacher Accreditation Authorities;
- informing Teacher Accreditation Authorities of teachers at risk of not meeting accreditation requirements;
- approving endorsed providers of Registered Professional Development;
- monitoring ongoing participation in professional development by teachers accredited at Professional Competence;
- providing updates for teachers regarding their progress in meeting continuing professional development requirements; and
- informing Teacher Accreditation Authorities of teachers at risk of not meeting professional development requirements.

4.4 **Payment of fees to the NSW Institute of Teachers**

4.4.1 Provisionally and conditionally accredited new scheme teachers as well as teachers at Professional Competence are responsible for paying annual fees to the Institute of Teachers. The annual fee is a legislated component of accreditation and payable directly to the Institute of Teachers.

4.4.2 It is a mandatory requirement for the purposes of employment as a teacher in NSW that provisionally and conditionally accredited new scheme teachers as well as teachers at Professional Competence maintain payment of annual fees to the Institute of Teachers.

4.5 **Service requirement – new scheme teachers appointed permanent on probation**

4.5.1 New scheme teachers appointed permanent on probation who are employed full time are expected to demonstrate the standards for Professional Competence within twelve months from the date of their appointment with the department.

*Note:* New scheme teachers appointed permanent on probation who are employed part time are expected to demonstrate the standards for Professional Competence within the equivalent of twelve months of full time service from the date of their appointment with the department.

4.5.2 It is recognised that returning new scheme teachers may have previous teaching experience that enables demonstration of the standards at Professional Competence in a shorter timeframe.
4.6 Service requirement – casual and temporary new scheme teachers

4.6.1 Casual and temporary new scheme teachers are eligible to be accredited at Professional Competence after they have taught for at least 180 full time equivalent days in NSW schools.

Within the 180 days period, a block of continuous teaching is required for the principal to determine that a casual and temporary new scheme teacher meets the Professional Teaching Standards consistently over time. The block of teaching (either full time or part time) should be the equivalent of at least one school term across no more than the equivalent of five school terms and should be undertaken in a single school. This will likely necessitate a temporary engagement in departmental schools.

At the commencement of the block of teaching, casual and temporary new scheme teachers should discuss with the principal that they wish to use this time for the purposes of accreditation.

Principals should support casual and temporary new scheme teachers engaged in a block of teaching to access the formal accreditation process.

While experience in a single school may not be feasible in all circumstances, difficulties in making a fair judgement about the new scheme teacher’s eligibility for Professional Competence can arise if the teaching experience is too fragmented and it is therefore not recommended that the one full term of teaching be undertaken in more than two schools.

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

It is recognised that returning new scheme teachers working as casual or temporary teachers may have previous teaching experience that enables demonstration of the standards at Professional Competence in a shorter timeframe.

Casual and temporary new scheme teachers should have access to the same professional support for accreditation as new scheme teachers employed permanently.

4.6.2 The Institute of Teachers specifies the maximum timeframe for new scheme casual and temporary teachers to achieve accreditation at Professional Competence as five years for provisionally accredited new scheme teachers and six years for conditionally accredited new scheme teachers. Casual and temporary new scheme teachers, who do not have the opportunity to be accredited or meet the teaching service requirements within the period specified, may apply to the Institute of Teachers for an extension of the accreditation period. (Refer to the Institute of Teachers’ Policy for the Accreditation of Casual, Temporary and Part-time Teachers for details of conditions that apply)
4.7 Principles guiding the accreditation process at Professional Competence

4.7.1 The process of accreditation of new scheme teachers at Professional Competence must:

- acknowledge the varied and complex circumstances and contexts in which new scheme teachers teach
- recognise the new scheme teacher’s prior knowledge and skills
- identify and address the new scheme teacher’s professional learning needs
- include implementation of a supportive, structured supervision program that is informed by the professional judgements of supervisors and principals
- utilise the expertise of colleagues in providing professional support and strategies to assist the new scheme teacher.

4.7.2 Departmental staff members follow the procedures required by the Institute of Teachers in making judgements about new scheme teachers’ Professional Competence. The Institute of Teachers provides support material to assist staff to make valid, fair and reliable judgements in the Accreditation Support section (including the Evidence Guide) of the Teacher Accreditation Manual.

4.8 Support for new scheme teachers appointed permanent on probation

4.8.1 In line with the Professional Learning Policy for Schools, and Supporting the Induction of new teachers: Guidelines for schools (2004) (intranet only) all teachers (including new scheme teachers) who are appointed to schools are provided with a school based induction program. Induction includes orientation to the department and to the school, incorporating structured supervision, collegial support, mentoring and professional networking. (For more information refer to the department’s website www.det.nsw.edu.au/proflearn/areas/nt) (intranet only)

4.9 The process for new scheme teachers achieving accreditation at Professional Competence

This section must be read and applied in conjunction with Appendix 1 of these procedures which describes the process for accreditation at Professional Competence.

4.9.1 Responsibilities of staff involved in the accreditation process of new scheme teachers at Professional Competence

The responsibilities of staff in the accreditation of new scheme teachers at Professional Competence are described in the Accreditation of New Scheme Teachers in NSW Government Schools Policy.

A checklist for each department staff member involved in the accreditation of new scheme teachers is available at Appendix 2 of these procedures.

4.9.2 Supervision of new scheme teachers

All new scheme teachers including casual and temporary teachers employed regularly and for block periods, require the ongoing professional support of a supervisor.
Supervisors support new scheme teachers in their professional growth and development towards achievement of the standards at Professional Competence. They also support the new scheme teacher to work through the process of accreditation.

The Institute of Teachers’ **Support Documents: an Evidence Guide for Accreditation at Professional Competence** provide advice on teaching observation and feedback discussions. New scheme teachers and supervisors should discuss, schedule, plan for and participate in teaching observations and feedback discussions. The frequency of documented teaching observations and feedback discussions will depend on the level of support required to enable the new scheme teacher to demonstrate achievement of the standards at Professional Competence.

In a variety of contexts supervisors:
- provide guidance for further development of teaching practice and advice on areas for further improvement
- discuss the type of evidence and annotations to be used to make judgements about the new scheme teacher’s accreditation at Professional Competence
- provide written feedback on teaching observations as appropriate.

**4.9.3 Collection of the new scheme teachers’ supporting evidence of Professional Competence**

During the accreditation period new scheme teachers are expected to collect, evaluate, annotate and collate samples of their work that can be presented as supporting evidence to demonstrate their Professional Competence against the **Professional Teaching Standards**.

The **supporting evidence** that new scheme teachers are required to collect comprises only that written material normally used by teachers in preparation for and the delivery of teaching programs and in recording student achievement of learning outcomes. Feedback from lesson observations may be a useful resource when annotating supporting evidence.

The new scheme teacher, with the assistance of the supervisor, will review the collected evidence over time and toward the end of the accreditation period select the supporting evidence which best demonstrates their Professional Competence. The focus for submitted evidence is on quality not quantity – the submitted evidence could reasonably be expected to fit into an A4 plastic sleeve when printed.

Each piece of supporting evidence must be annotated by the new scheme teacher to demonstrate achievement of one or more of the Professional Teaching Standards at Professional Competence. It is not necessary to submit or include supporting evidence for every Professional Teaching Standard at Professional Competence. Annotating the evidence of teaching practice is required to show how the evidence supports the accreditation report. The support materials provided by the Institute describe and illustrate annotation requirements.
Any information that will allow a student or colleague to be identified must be removed from the new scheme teacher’s submitted evidence. Identification of the school from which the evidence comes is acceptable.

The new scheme teacher and the supervisor must sign and date the front (bottom) of each page of the supporting evidence. This will usually occur during their feedback discussions throughout the accreditation process. The principal will sign and date the front (bottom) of each page of the evidence at the time of completion of the report.

**Casual and temporary new scheme teachers** who have done sufficient teaching at a school to develop some continuity of teaching experience apply to the principal of the school at which they intend to seek support through the accreditation process for completion of the *Principal’s Report on New Scheme Teacher* (T1). The application for support to achieve accreditation, which may have been made through discussion, should be confirmed by the teacher in writing.

To prepare for accreditation, a casual or temporary teacher should review their pay slips and teaching records to ensure that they have completed the required teaching service (refer to section 4.6.1 of these procedures). Teaching service must meet requirements. Casual and temporary teachers should provide to the principal:

- a clear statement seeking support for accreditation at the school;
- a clear statement that they have met service requirement; and
- evidence (e.g. pay advice slips) to demonstrate achievement of the teaching service requirements.

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

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

The Institute of Teachers’ *Support Documents: an Evidence Guide for Accreditation at Professional Competence* provides further advice on the collection of evidence.

4.9.4 **The department’s Principal’s Report on New Scheme Teacher (T1) and the Institute’s Accreditation Report for Professional Competence**

The department’s *Principal’s Report on a New Scheme Teacher (T1)* (intranet only) is a one page report completed by the principal and signed by the new scheme teacher, the principal and the school education director.

The Institute of Teachers’ *Accreditation Report for Professional Competence* is a three page report with a covering checklist. The new scheme teacher, the supervisor, the principal and the school education director sign the report.
At the end of the probationary and/or accreditation period, the principal concurrently completes the \textit{Principal's Report on a New Scheme Teacher (T1)} (intranet only) and pages 1 and 2 of the Institute of Teachers' \textit{Accreditation Report for Professional Competence}. Both forms can be accessed as a complete document from this \textit{departmental link} (intranet only).

The department's \textit{Principal's Report on New Scheme Teacher (T1)} (intranet only) includes:

- Section 1 - teacher information, to be completed by the teacher;
- Section 2 - teacher's service and signature, (with the service record to be attached by the teacher only if inclusive of teaching service outside the department) and signed by the teacher to confirm completion of required teaching service;
- Section 3 - principal's report, a \textit{summative} statement that addresses the new scheme teacher's teaching skills (in terms of the three domains of professional knowledge, practice and commitment);
- Section 4 - principal's recommendation, the principal makes a recommendation regarding satisfying requirements for the position held (if permanent), accreditation at Professional Competence and award of a Teacher's Certificate;
- Section 5 – Memorandum to the teacher from the school education director.

In the case of a casual or temporary new scheme teacher a recommendation for satisfying the requirements for the position held \textbf{cannot} be made as the casual or temporary teacher does not hold a substantive position.

The \textit{Institute of Teachers' Accreditation Report for Professional Competence}:

- describes achievement at Professional Competence by commenting on each Element using language consistent with the Professional Teaching Standards;
- lists the new scheme teacher's attached supporting evidence;
- is consistent with, and takes into account, all sources of evidence of achievement of the standards at Professional Competence; and
- is initialled and dated at the bottom of pages 1 and 2 by the principal.

The \textit{Institute of Teachers' Accreditation Report for Professional Competence} includes:

- information about the new scheme teacher (page 1);
- a statement for each element to be made by the principal and the title of the attached documentary evidence for each element (pages 1 and 2);
- Section 1a the new scheme teacher’s sign off and optional comment (page 3);
- Section 1b the principal's and supervisor's sign off (page 3);
- Section 2 OR Section 3 the school education director's sign off (page 3).

The principal is responsible for sending the department's \textit{Principal's Report on New Scheme Teacher (T1)}, the \textit{Institute of Teachers' Accreditation Report for Professional Competence} and the accompanying evidence in a plastic sleeve to the school education director as the Teacher Accreditation Authority.
A copy of all documentation should be retained by the principal and the teacher (refer to section 4.9.10 of these procedures).

4.9.5 Recommendation by the principal not to recommend at Professional Competence

Where the principal is not recommending accreditation at Professional Competence, they must advise the new scheme teacher that the school education director, as the department’s delegated Teacher Accreditation Authority at Professional Competence (refer to section 4.2 of these procedures), will make the final accreditation decision.

4.9.6 The Accreditation Decision

The department’s Principal’s Report on New Scheme Teacher (T1), the Institute’s Accreditation Report for Professional Competence and the accompanying evidence in a plastic sleeve are submitted to the school education director by the principal.

Where the school education director determines that a new scheme teacher does not meet the requirements for accreditation, the new scheme teacher must be advised by the school education director of his/her access to the internal review process and the Administrative Decisions Tribunal process (refer to section 4.9.7 of these procedures).

The school education director will also need to advise the Institute of Teachers of their decision by completing the Notification of a Decision to Refuse to Accredit a New Scheme Teacher at the Stage of Professional Competence form.

As the Teacher Accreditation Authority for accreditation at Professional Competence, the school education director’s decision is final.

4.9.7 The department’s internal review process

A request by a new scheme teacher for an internal review of the decision not to accredit must be:

- based on issues of procedure;
- made in writing;
- supported by documentary evidence; and
- made within 28 days of the new scheme teacher being informed of the school education director’s accreditation decision.

The request by a new scheme teacher for an internal review is to be made to the Deputy Director-General, Workforce Management and Systems Improvement.

A response to the new scheme teacher’s request for an internal review must occur within 21 days from receipt by the Deputy Director-General, Workforce Management and Systems Improvement.

If the decision to not accredit is upheld following the internal review, the new scheme teacher may apply to the Administrative Decisions Tribunal for a further review of the accreditation decision. Advice about this process will be provided in
4.9.8 **Issue of the Certificate of Accreditation for achievement of Professional Competence**

The Institute of Teachers records the Professional Competence accreditation decision and notes the new scheme teacher’s accreditation status. The Certificate of Accreditation is forwarded to the school education director for signature and distribution.

4.9.9 **Institute of Teachers’ monitoring process – external assessors**

The Institute of Teachers conducts an external review process to ensure a consistent and fair application of the Professional Teaching Standards for teachers in all sectors across NSW.

4.9.10 **Record keeping**

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

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

**New scheme teachers** are responsible for keeping the following documents:
- a copy of signed and dated records of teaching observations and feedback discussions and any other relevant documentation;
- a copy of the signed and dated *Principal’s Report on New Scheme Teacher* (T1), the *Accreditation Report for Professional Competence* and the supporting evidence. The new scheme teacher replaces the copies of the reports upon receipt of the school education director’s signed copy of the *Principal’s Report on New Scheme Teacher* (T1) and the school education director’s signed copy of the *Accreditation Report for Professional Competence*; and
- the original collection of evidence when it is returned from the school education director.

**Supervisors** are responsible for keeping signed and dated records of teaching observations, feedback discussions and any other relevant documentation.

**Principals** are responsible for keeping copies of the signed and dated *Principal’s Report on New Scheme Teacher* (T1), the *Accreditation Report for Professional Competence*, and the submitted supporting evidence. The initial copies of the reports are replaced upon receipt of the school education director’s signed copies.

**School education directors** are responsible for keeping a copy of *Principal’s Report on New Scheme Teacher* (T1), the *Accreditation Report for Professional Competence* and the supporting evidence. The *Accreditation Report for Professional Competence* and original collection of supporting evidence must be forwarded to the Institute of Teachers within 21 days of the decision being made. Copies of the signed *Principal’s Report on New Scheme Teacher* (T1) and the signed *Accreditation Report for Professional Competence* are sent to the principal, new scheme teacher and Director, Staffing Services.
4.9.11 Transfer of evidence during the accreditation period

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

In cases where the department is making an accreditation decision for a new scheme teacher who commenced his/her accreditation with another Teacher Accreditation Authority, the department will require the supporting evidence from the other Teacher Accreditation Authority. Departmental staff may contact the original Teacher Accreditation Authority for clarification.

4.10 Institute of Teachers’ requirements for maintenance of accreditation at Professional Competence

4.10.1 To maintain their accreditation teachers must:
- pay their annual accreditation fee;
- continue to demonstrate through their practice the Professional Teaching Standards at Professional Competence;
- participate in and complete a mandatory minimum of 100 hours of continuing professional development over the required timeframe (refer to section 4.10.2 below); and complete the Teacher Maintenance of Accreditation at Professional Competence Report (T2). (intranet only)

Permanent teachers must have met the efficiency requirements for the Teacher Assessment and Review Schedule (TARS) during the maintenance period. Teachers who at some time during the last five years have been placed on an improvement program and who have subsequently been deemed as satisfactory should be verified as meeting the requirements for maintenance of accreditation.

4.10.2 Teachers accredited at Professional Competence are required to complete a minimum of 100 hours of professional development over the relevant timeframe (refer to section 4.11 of these procedures) to maintain their accreditation. Participation in and completion of continuing professional development will be recorded online through the Institute of Teachers’ website using the online Professional Development Facility Continuing Professional Development Participation Log. The Institute of Teachers will monitor the accredited teacher’s participation in continuing professional development using the online log. The teacher can monitor their progress using the online log and can print the Professional Development Progress Report at any stage of the maintenance period.

The continuing professional development should comprise:

(i) At least 50 hours of Institute Registered Professional Development

This comprises designated courses and programs delivered by providers endorsed by the Institute of Teachers. The content of registered courses and programs addresses specified Professional Teaching Standards at Professional Competence.
The department is an endorsed provider of Institute Registered Professional Development. Details of Institute Registered courses and programs provided by the department are available on My PL@DET. (intranet only)

AND

(ii) At least 50 hours of Teacher Identified Professional Development

This includes courses and programs which are not registered through the Institute of Teachers but may involve similar activities or experiences to Institute Registered courses. Teacher Identified Professional Development may also include attendance at conferences, workshops, forums, professional reading, observations, in-house training, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities.

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

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

Principals are asked to use the Institute of Teachers’ online Professional Development Facility Continuing Professional Development Participation Log to verify the teacher’s records. This should not be an onerous process. At a time convenient to both the principal and the teacher the principal is asked to verify that the teacher participated in the professional development. In some schools principals may give this responsibility to supervisors.

Casual and temporary new scheme teachers must maintain up to date online records and regularly inform the Institute of Teachers of the schools in which they are working and have undertaken professional development. This enables the Institute of Teachers to update online records and ensure the teacher’s record is linked to the school’s record. The principal is then able to verify the casual or temporary teacher’s professional development. It is the responsibility of casual and temporary teachers to ensure that their online record with the Institute of Teachers is current and able to be accessed by a principal before asking a principal to verify their professional development.

4.10.3 As a minimum the 100 hours of professional development completed by teachers accredited at Professional Competence must address:

(i) each standard contained in Element Six of the Professional Teaching Standards; and

(ii) one standard in each of the remaining elements (Elements One, Two, Three, Four, Five and Seven) in the Professional Teaching Standards.
4.10.4 Following an application to the Institute of Teachers, teachers undertaking postgraduate study, and in some circumstances additional undergraduate study, during the maintenance period will be deemed as meeting the professional development requirements for the maintenance of accreditation at the level of Professional Competence if the area of study is considered directly relevant to the Professional Teaching Standards or the area of teaching (or future area of teaching where a teacher is retraining). Evidence of enrolment and completion of subjects and programs will be required by the Institute of Teachers on an annual basis. The application form requires the signature of the principal as the delegate of the school education director, who is the Teacher Accreditation Authority. Refer to the Institute of Teachers’ Undergraduate Studies and Postgraduate Studies Policy - Supporting the Maintenance of Accreditation at Professional Competence for information about postgraduate studies and undergraduate studies which may meet the Institute of Teachers’ requirements.

4.10.5 For further information regarding Institute Registered Continuing Professional Development and Teacher Identified Continuing Professional Development, refer to the Institute of Teachers’ Continuing Professional Development Policy - Supporting the Maintenance of Accreditation at Professional Competence, and Teacher Identified Continuing Professional Development Policy.

4.11 Timeframes for the maintenance of accreditation at Professional Competence

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

4.11.2 Casual, temporary and part time teachers who are accredited at Professional Competence have seven years to complete each maintenance of accreditation phase.

4.11.3 In cases where a break in teaching service may lead to a teacher accredited at Professional Competence being unable to meet the requirements for maintenance of accreditation, these teachers are able to apply for a leave of absence from maintenance of accreditation through the Institute of Teachers. In such cases teachers are advised to apply to the Institute of Teachers as soon as possible.

For details on grounds for leave of absence and specific Institute of Teachers’ requirements refer to section 9 of the Institute of Teachers’ Policy for the Maintenance of Accreditation at Professional Competence.

4.12 The process for the maintenance of accreditation at Professional Competence

This section must be read and applied in conjunction with Appendix 3 of these procedures which describes the process for the maintenance of accreditation.

4.12.1 The responsibilities of staff in the mandatory maintenance of accreditation at Professional Competence

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

Responsibilities for each staff member involved in the maintenance of accreditation at Professional Competence are outlined in the checklists at Appendix 4.

4.12.2 Teacher Maintenance of Accreditation at Professional Competence Report (T2)

The department’s Teacher Maintenance of Accreditation at Professional Competence Report (T2) (intranet only) is a one page report commenced by the teacher, verified by the principal and signed by the school education director. Attached to it is the Institute of Teachers’ Maintenance of Accreditation Report at Professional Competence, a four page report completed and signed by the new scheme teacher, verified by the principal (as the delegate of the Teacher Accreditation Authority) and signed by the school education director as the Teacher Accreditation Authority.

Three months before the end of the maintenance period, the teacher completes both the Teacher Maintenance of Accreditation at Professional Competence Report (T2) (intranet only) and the Institute of Teachers’ Maintenance of Accreditation Report at Professional Competence. Both forms can be accessed as a complete document from this departmental link, (intranet only)

Reports on maintenance of accreditation cover the full maintenance period and are submitted three months before the end of the maintenance period. This is to ensure that the accredited teacher demonstrates ongoing teaching practice at Professional Competence and reflects on their ongoing development of practice, knowledge and commitment against the standards at Professional Competence throughout the entire maintenance period. The T2 report should not be completed or submitted until three months before the end of the maintenance period. Any report submitted early will be returned.

Three months before the maintenance period is to end the accredited teacher completes the first three pages of the Maintenance of Accreditation Report at Professional Competence by addressing the seven elements of the Professional Teaching Standards. The accredited teacher also completes section 1a of the final page.

The teacher prints out their Professional Development Progress Report from the Institute of Teachers’ website and attaches it to the T2 report. This shows that they have completed their continuing professional development requirements.

In completing the T2 report, accredited teachers should use the language of the Professional Teaching Standards and the Institute of Teachers’ Evidence Guide (Support Documents: an Evidence Guide for Accreditation at Professional Competence) to describe their ongoing development against the standards.

The principal views the Professional Development Progress Report, verifies the Teacher Maintenance of Accreditation at Professional Competence Report (T2) (intranet only) on page one and in section 1b on page five and submits the completed report to the school education director who is the department’s
4.12.3 **The maintenance of accreditation decision**

The school education director makes the final maintenance of accreditation decision based on the verified continued professional development as recorded in the *Professional Development Progress Report* and the verified *Teacher Maintenance of Accreditation at Professional Competence Report (T2)*. (intranet only)

The school education director confirms that the teacher has maintained accreditation at Professional Competence based on the reports submitted. School education directors are also able to use the Institute of Teachers’ online database available through the Teacher Accreditation Authority portal on the Institute of Teachers’ website as necessary.

In cases in which the accredited teacher’s professional competence is confirmed they begin the next phase of maintenance of accreditation at Professional Competence.

In cases in which the school education director decides that the teacher’s accreditation has not been maintained, the teacher must be advised of his/her access to the internal review process and the Administrative Decisions Tribunal process.

4.12.4 **The department’s internal review process**

A request by a new scheme teacher accredited at Professional Competence for an internal review of the decision that their accreditation has not been maintained follows the same process that applies during the accreditation at Professional Competence phase. Refer to section 4.9.7 of these procedures for details on the internal review process.

If the decision to not maintain accreditation is upheld following the internal review, the new scheme teacher may apply to the Administrative Decisions Tribunal.

4.12.5 **Maintenance of accreditation for non school based staff**

Teachers who are accredited at Professional Competence and are subsequently employed in a non school based position in the department or the Office of the Board of Studies NSW (for example as an education consultant or student support officer) for five years or more after 1 January 2005 can choose to:

(i) maintain their accreditation at Professional Competence.

Teachers who take this option would generally be those teachers who are employed in non school based teaching service positions. There may need to be some flexibility to ensure classroom practice, relevant in-school experiences and continuing professional development are maintained so that valid comments regarding progress against all standards of Professional Competence can be made.
Such accredited teachers should negotiate how they will meet their maintenance of accreditation requirements with their line manager and the Teacher Accreditation Authority (where applicable). Line managers are required to work with the accredited teacher to assist the teacher to comply with maintenance of accreditation requirements.

For additional information refer to section 7 of the Institute of Teachers’ Policy for the Maintenance of Accreditation at Professional Competence.

OR

(ii) apply for a leave of absence from maintenance of accreditation with the Institute of Teachers during their period of employment in a non school based position.

For further information refer to section 9 of the Institute of Teachers’ Policy for the Maintenance of Accreditation at Professional Competence.

5. **CEASING ACCREDITATION**

For further information in relation to ceasing the provisional or conditional accreditation of teachers when the maximum period has expired without achieving Professional Competence refer to the Institute of Teachers.

6. **REVOCATION OF ACCREDITATION**

For further information on revocation of accreditation refer to the Institute of Teachers’ policy Notification of a decision to revoke the Provisional or Conditional accreditation of a New Scheme Teacher.
## 7. CONTACTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Area of responsibility</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute of Teachers</td>
<td>• Legislation&lt;br&gt;• Publications&lt;br&gt;• Fees&lt;br&gt;• Professional Teaching Standards&lt;br&gt;• Accreditation and maintenance of accreditation requirements&lt;br&gt;• Policy</td>
<td>Tel: 1300 739 338&lt;br&gt;Email <a href="mailto:contactus@newteachers.nsw.edu.au">contactus@newteachers.nsw.edu.au</a>&lt;br&gt;<a href="http://www.nswteachers.nsw.edu.au/">http://www.nswteachers.nsw.edu.au/</a></td>
</tr>
<tr>
<td>Human Resources Directorate</td>
<td>• Procedures for provisional/conditional accreditation at point of approval to teach in government schools&lt;br&gt;• Policies and procedures for accreditation and maintenance of accreditation</td>
<td>Manager, Human Resources&lt;br&gt;Tel: 9561 8273</td>
</tr>
<tr>
<td>Employee Performance and Conduct Directorate</td>
<td>• Probationary procedures&lt;br&gt;• Procedures for teachers experiencing difficulty with their teaching performance&lt;br&gt;• Advice on the department’s internal review process and the Administrative Decisions Tribunal appeals process</td>
<td>Manager, Staff Efficiency and Conduct&lt;br&gt;Tel: 9244 5649</td>
</tr>
<tr>
<td>Professional Learning and Leadership Development Directorate</td>
<td>• Professional learning activities to support accreditation&lt;br&gt;• Endorsed professional learning provider&lt;br&gt;• Registration of professional learning for the purpose of maintaining accreditation&lt;br&gt;• Management of professional learning data to support maintenance decisions</td>
<td>Manager, Teacher Learning&lt;br&gt;Tel: 9886 7398</td>
</tr>
</tbody>
</table>
8. **KEY DOCUMENTS**

All staff involved in the accreditation of new scheme teachers at Professional Competence and the process for maintaining Professional Competence must become familiar with the following policies and support documents which describe the Institute of Teachers’ requirements and the department’s procedures.

<table>
<thead>
<tr>
<th>NSW Institute of Teachers</th>
<th>Content description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and URL</strong></td>
<td><strong>Content description</strong></td>
</tr>
<tr>
<td>Professional Teaching Standards</td>
<td>The Professional Teaching Standards for Graduate Teacher, Professional Competence, Professional Accomplishment and Professional Leadership.</td>
</tr>
<tr>
<td>Teacher Accreditation Manual which includes the following documents:</td>
<td>Policy regarding:</td>
</tr>
<tr>
<td>- Policy</td>
<td>- the accreditation process</td>
</tr>
<tr>
<td>- Support Documents: an Evidence Guide for Accreditation at Professional Competence</td>
<td>- roles of staff in the accreditation process</td>
</tr>
<tr>
<td>- Information for New Scheme Teachers</td>
<td>- the ways in which new scheme teachers should be supported</td>
</tr>
<tr>
<td>Policy for the Maintenance of Accreditation at Professional Competence</td>
<td>- a guide to support the collection of evidence</td>
</tr>
<tr>
<td></td>
<td>- judgements regarding Professional Competence</td>
</tr>
<tr>
<td></td>
<td>- evidence to be collected by the new scheme teacher to demonstrate Professional Competence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department of Education and Training</th>
<th>Content description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and URL</strong></td>
<td><strong>Content description</strong></td>
</tr>
<tr>
<td>Accreditation of New Scheme Teachers in NSW Government Schools Policy</td>
<td>Policy on mandatory accreditation for new scheme teachers.</td>
</tr>
<tr>
<td>Accreditation of New Scheme Teachers at Professional Competence Procedures</td>
<td>Procedures on mandatory accreditation and maintenance of accreditation of new scheme teachers at Professional Competence.</td>
</tr>
<tr>
<td>Extension of a Teacher’s Probationary Period (DOC05/3979) (intranet only)</td>
<td>A memorandum that outlines the process that should be followed in the event that an extension of a teacher’s probationary period is required.</td>
</tr>
<tr>
<td>Principal’s Report on New Scheme Teacher (T1) (intranet only)</td>
<td>Report for probation, award of the Teacher’s Certificate and accreditation (includes the Institute of Teachers’ Accreditation Report for Professional Competence)</td>
</tr>
<tr>
<td>Teacher Maintenance of Accreditation at Professional Competence Report (T2) (intranet only)</td>
<td>Report for maintenance of accreditation at Professional Competence (includes the Institute of Teachers’ Maintenance of Accreditation for Professional Competence Report).</td>
</tr>
<tr>
<td>Supporting the Induction of New Teachers: Guidelines for Schools (2004) (intranet only)</td>
<td>Guidelines to support the school based induction of teachers commencing their employment with the department.</td>
</tr>
<tr>
<td>Beginning Teachers Support Policy</td>
<td>Policy and resource allocation procedures to support permanent teachers in their probationary year.</td>
</tr>
</tbody>
</table>
## DEPARTMENTAL PROCESS FOR ACCREDITATION OF NEW SCHEME TEACHERS AT PROFESSIONAL COMPETENCE

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>The principal checks the accreditation status of the newly appointed teacher (including casual and temporary teachers) to identify new scheme teacher status. The principal assigns an experienced teacher as the new scheme teacher's supervisor.</td>
<td>Section 2 and Appendix 2 of these procedures. Institute of Teachers: Policy section of the Teacher Accreditation Manual</td>
</tr>
</tbody>
</table>
| **2** | The supervisor and the new scheme teacher discuss:  
- the school's induction and structured support programs;  
- the Professional Teaching Standards and procedures for accreditation at Professional Competence including review processes; and  
- the roles of staff in the accreditation process. | Section 4.8.1, 4.9 and Appendix 2 of these procedures. Institute of Teachers: Professional Teaching Standards Policy section of the Teacher Accreditation Manual |
| **3** | The supervisor and the new scheme teacher develop a schedule for teaching observations (formal observations do not usually commence until the second term of a teacher’s appointment) and feedback discussions. | Section 4.7.2, 4.9.2 and Appendix 2 of these procedures. Department’s Procedures for Managing Probationary Teachers (2005) (intranet only) Institute of Teachers: Accreditation Support section of the Teacher Accreditation Manual |
| **4** | The supervisor:  
- undertakes teaching observations;  
- provides support and feedback on teaching observations, planning, programming and assessment;  
- assists in the annotation of evidence; and  
- suggests areas for further development of the new scheme teacher's teaching practice. | Sections 4.7, 4.9.2 and Appendix 2 of these procedures. Institute of Teachers: Policy section of the Teacher Accreditation Manual Accreditation Support section of the Teacher Accreditation Manual |
<p>| <strong>5</strong> | The new scheme teacher collects and annotates supporting evidence which is discussed with the supervisor during feedback discussions. Evidence is signed and dated by both the new scheme teacher and supervisor at the front (bottom) of each page. | Section 4.9.3 and Appendix 2 of these procedures. Institute of Teachers: Policy section of the Teacher Accreditation Manual Accreditation Support section of the Teacher Accreditation Manual |
| <strong>6</strong> | If required, the principal implements procedures for managing teachers who are experiencing difficulties with their teaching performance, prior to making an accreditation decision. | Department’s Procedures for Managing Probationary Teachers (2005) |
| <strong>7</strong> | The principal completes the department’s Principal’s Report on New Scheme Teacher (T1) and the Institute of Teachers’ Accreditation Report for Professional Competence taking into account all sources of evidence to make the recommendation regarding the new scheme teacher's accreditation at Professional Competence. | Section 4.9.4 and Appendix 2 of these procedures. Department’s Principal’s Report on New Scheme Teacher (T1) (intranet only) Institute of Teachers: Policy section of the Teacher Accreditation Manual |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The principal signs and dates the <em>Principal's Report on New Scheme Teacher</em> (T1). The new scheme teacher signs and dates the <em>Principal's Report on New Scheme Teacher</em> (T1). The principal completes pages 1 and 2 of the Institute of Teachers’ Accreditation Report for Professional Competence and signs the report at Section 1b on page 3. The new scheme teacher signs, dates and comments (optional) at Section 1a of the Institute of Teachers’ Accreditation Report for Professional Competence. The supervisor signs and dates the Institute of Teachers’ Accreditation Report for Professional Competence at Section 1b on page 3. The principal signs and dates the supporting evidence at the bottom of each page and ensures that the evidence includes the new scheme teacher’s and the supervisor’s signatures.</td>
<td>Section 4.9.4 and Appendix 2 of these procedures. Department’s <em>Principal’s Report on New Scheme Teacher</em> (T1) (intranet only) and Institute of Teachers: <em>Policy section of the Teacher Accreditation Manual</em></td>
</tr>
</tbody>
</table>
| 8    | In cases where the principal does not recommend accreditation at Professional Competence, the principal explains the accreditation review process to the new scheme teacher. | Sections 4.9.5, 4.9.7 and Appendix 2 of these procedures. Institute of Teachers: *Policy section of the Teacher Accreditation Manual*  
*F4.12.2 Accreditation Support section of the Teacher Accreditation Manual* |
<p>| 9    | The principal sends the department’s <em>Principal’s Report on New Scheme Teacher</em> (T1), the Institute of Teachers’ Accreditation Report for Professional Competence and the accompanying evidence in a plastic sleeve to the school education director. All documentation sent to the school education director should be printed single sided. | Section 4.9.4, 4.9.10 and Appendix 2 of these procedures. |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>The school education director makes the determination regarding the new scheme teacher’s accreditation on the Institute of Teachers’ Accreditation Report for Professional Competence. The school education director makes the accreditation decision taking into account the: • recommendation of the principal on the department’s Principal’s Report on New Scheme Teacher (T1); • information provided by the principal under each element in the Institute’s Accreditation Report for Professional Competence; and • the new scheme teacher’s supporting evidence. The school education director may seek further information from the principal in the event that the school education director has some concerns with the recommendation and evidence provided. The school education director signs the department’s Principal’s Report on New Scheme Teacher (T1) and makes the accreditation decision by completing Section 2 (meets the requirements for accreditation) or Section 3 (does not meet the requirements for accreditation) on page 3 of the Institute’s Accreditation Report for Professional Competence. As the department’s delegated Teacher Accreditation Authority for accreditation at Professional Competence, the school education director’s decision is final.</td>
<td>Section 4.9.6, 4.9.10 and Appendix 2 of these procedures.</td>
</tr>
<tr>
<td>11</td>
<td>The school education director ensures the accreditation decision is entered on the personnel database. The school education director forwards the endorsed Institute Accreditation Report for Professional Competence and the original collection of supporting evidence to the Institute of Teachers within 21 days of making the accreditation decision.</td>
<td>Appendix 2 of these procedures. Institute of Teachers: Policy section of the Teacher Accreditation Manual</td>
</tr>
<tr>
<td>12</td>
<td>The school education director forwards the department’s completed Principal’s Report on New Scheme Teacher (T1) and the Institute’s completed Accreditation Report for Professional Competence to the principal, the new scheme teacher and the Director, Staffing Services.</td>
<td>Appendix 2 of these procedures.</td>
</tr>
<tr>
<td>13</td>
<td>The school education director advises the new scheme teacher of the process for internal review where the determination is that the new scheme teacher does not meet the requirements for accreditation at Professional Competence. The school education director advises the Institute of Teachers of their decision to refuse to accredit the new scheme teacher at Professional Competence.</td>
<td>Sections 4.9.6 and 4.9.7 of these procedures. Institute of Teachers: Policy section of the Teacher Accreditation Manual</td>
</tr>
<tr>
<td>14</td>
<td>Appropriate records are kept.</td>
<td>Section 4.9.10 of these procedures. Institute of Teachers: Policy section of the Teacher Accreditation Manual</td>
</tr>
<tr>
<td>15</td>
<td>The school education director receives the Certificate of Accreditation from the Institute of Teachers and signs and distributes it (with the Teacher’s Certificate where applicable) to the accredited teacher.</td>
<td>Section 4.9.8 of these procedures.</td>
</tr>
</tbody>
</table>
APPENDIX 2A

CHECKLIST FOR NEW SCHEME TEACHERS INVOLVED IN THE PROCESS OF ACCREDITATION AT PROFESSIONAL COMPETENCE

I have

1. provided my principal with a copy of my approval to teach letter and my Institute of Teachers’ accreditation number

2. paid my fees to the Institute of Teachers and advised them of my new contact details, if applicable

3. become familiar with the relevant documents concerning accreditation at Professional Competence by reading the available information from the Institute of Teachers and the department

4. actively participated in my school’s induction program

5. been allocated a supervisor and we are communicating regularly about my support needs and professional practice

6. participated in teaching observations and feedback discussions with my supervisor

7. documented my development against the Professional Teaching Standards with the help of my supervisor

8. kept all my pay advice slips as proof of my teaching service (applicable to casual and temporary teachers only)

9. collected and appropriately annotated my evidence, which fits into an A4 plastic sleeve, to support my application for accreditation at Professional Competence by meeting the Professional Teaching Standards

10. signed and dated the supporting evidence at the front (bottom) of each page

11. kept copies of documentation including supporting evidence throughout the accreditation process prior to submitting these to my principal

12. discussed the department’s Principal’s Report on New Scheme Teacher (T1) with my principal and signed the report

13. signed and dated (and written a comment if desired) section 1a of the last page of the Institute of Teachers’ Accreditation Report for Professional Competence

14. kept a copy of the final T1 report which is signed by the school education director (and replaced copy with original when sent back)

15. kept a copy of the original supporting evidence sent back to me from the Institute of Teachers

16. become familiar with the internal review process should I need to seek an internal review of a decision not to accredit.
CHECKLIST FOR SUPERVISORS INVOLVED IN THE PROCESS OF ACCREDITATION AT PROFESSIONAL COMPETENCE OF NEW SCHEME TEACHERS

I have:

1. become familiar with the relevant documents concerning accreditation of new scheme teachers at Professional Competence by reading the available information from the Institute of Teachers and the department

2. supported the new scheme teacher’s participation in the school’s induction program

3. communicated regularly with the new scheme teacher about their support needs and professional practice

4. negotiated a plan for conducting observations of the new scheme teacher’s lessons

5. conducted teaching observations and feedback discussions with the new scheme teacher

6. kept copies of relevant documents throughout the accreditation process as they may be required in a review of an accreditation decision

7. assisted the new scheme teacher to collect and appropriately annotate the most appropriate supporting evidence

8. signed and dated the supporting evidence at the front (bottom) of each page

9. signed and dated section 1b of the Institute’s Accreditation Report for Professional Competence

10. provided advice to the principal (as required) to assist him/her to complete the department’s Principal’s Report on New Scheme Teacher (T1) and the Institute of Teachers’ Accreditation Report for Professional Competence

11. become familiar with the internal review process should the new scheme teacher seek a review of the accreditation decision

12. informed the new scheme teacher of the internal review process should they seek a review of the accreditation decision.
APPENDIX 2C

CHECKLIST FOR PRINCIPALS INVOLVED IN THE PROCESS OF ACCREDITATION AT PROFESSIONAL COMPETENCE OF NEW SCHEME TEACHERS

I have:

1. checked the accreditation status of new scheme teacher/s employed in my school including permanent, casual and temporary teachers

2. assigned an experienced supervisor to support each new scheme teacher and ensured a structured induction is provided

3. ensured the supervisors and new scheme teachers are familiar with the documents and resources related to accreditation at Professional Competence

4. made supervisors and new scheme teachers aware of the department’s process for review of an accreditation decision

5. where needed, implemented procedures for teachers who are experiencing difficulties, prior to making an accreditation decision

6. verified the new scheme teacher’s details on the department’s Principal’s Report on New Scheme Teacher (T1) are correct

7. completed the department’s Principal’s Report on New Scheme Teacher (T1) including a summary report and recommendation for the position held (applicable to permanent teachers only), accreditation and/or Teacher’s Certificate

8. completed the Institute of Teachers’ Accreditation Report for Professional Competence

9. discussed the completed Principal’s Report on New Scheme Teacher (T1) and the completed Accreditation Report for Professional Competence with the new scheme teacher

10. ensured the new scheme teacher has signed the department’s Principal’s Report on New Scheme Teacher (T1) and Section 1a of page 3 of the Institute of Teachers’ Accreditation Report for Professional Competence

11. made sure supporting evidence does not identify a student or a colleague

12. checked each page of the evidence is signed and dated at the front (bottom) of the page by the new scheme teacher, supervisor and myself

13. forwarded the completed Principal’s Report on New Scheme Teacher (T1), the completed Accreditation Report for Professional Competence and the new scheme teacher’s supporting evidence to the school education director

14. kept copies of completed Principal’s Report on New Scheme Teacher (T1), the completed Accreditation Report for Professional Competence and the supporting evidence forwarded to the school education director.
APPENDIX 2D

CHECKLIST FOR SCHOOL EDUCATION DIRECTORS INVOLVED IN THE PROCESS OF ACCREDITATION AT PROFESSIONAL COMPETENCE OF NEW SCHEME TEACHERS

I have:

1. processed the department’s *Principal’s Report on New Scheme Teacher (T1)*, the Institute of Teachers’ *Accreditation Report for Professional Competence* and the new scheme teacher’s supporting evidence on receipt

2. made a decision regarding accreditation at Professional Competence taking into account the written recommendation of the principal and the new scheme teacher’s supporting evidence

3. signed the department's *Principal's Report on New Scheme Teacher (T1)* and made the accreditation decision by completing Section 2 (meets the requirements for accreditation) or Section 3 (does not meet the requirements for accreditation) on page 3 of the Institute’s *Accreditation Report for Professional Competence*

4. made copies of the new scheme teacher’s supporting evidence

5. kept copies of the completed *Principal’s Report on New Scheme Teacher (T1)*, the completed *Accreditation Report for Professional Competence* and evidence, which is important for cases where I decide, as Teacher Accreditation Authority representative, not to accredit

6. ensured the accreditation decision is entered on the personnel database

7. sent the Institute of Teachers’ original *Accreditation Report for Professional Competence* with the new scheme teacher’s supporting evidence to the Institute of Teachers within 21 days

8. forwarded a signed copy of the department’s *Principal’s Report on New Scheme Teacher (T1)* and a signed copy of the Institute of Teachers’ *Accreditation Report for Professional Competence* to the principal, the new scheme teacher and the Director, Staffing Services

9. in cases where the decision is not to accredit I have advised the Institute of Teachers of the decision in writing

10. in cases where the decision is not to accredit I have advised the teacher of their access to the internal review process

11. ensured the department’s internal review process is followed when a review of the accreditation decision is sought by a new scheme teacher

12. monitored the consistency of principals’ recommendations to accredit

13. overseen the quality of support and supervision of new scheme teachers in schools

14. signed and distributed Institute of Teachers’ Certificates of Accreditation together with Teacher’s Certificates where applicable.
### DEPARTMENTAL PROCESS FOR THE MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Once accredited at Professional Competence the new scheme teacher continues to pay the annual fees to the Institute of Teachers.</td>
<td>Sections 4.4.1 and 4.4.2 of these procedures. Institute of Teachers: Section 3 Policy for the Maintenance of Accreditation at Professional Competence</td>
</tr>
</tbody>
</table>
| 2    | The principal assigns an experienced teacher as supervisor to support the accredited teacher to:  
- demonstrate ongoing competent teaching practice; and  
- undertake structured ongoing professional development. | Appendix 4 of these procedures. |
| 3    | The accredited teacher documents their own professional development with the Institute of Teachers using the online Continuing Professional Development Participation Log.  
The accredited teacher needs to complete an online evaluation of Institute Registered Professional Development within three months of the end of the course/program. Once this evaluation is completed teachers will be registered as having finished the course/program.  
The accredited teacher needs to have Teacher Identified Professional Development verified at the school level. | Sections 4.10.1 and Appendix 4 of these procedures. Institute of Teachers: Section 3.2 Policy for the Maintenance of Accreditation at Professional Competence |
<p>| 4    | The accredited teacher demonstrates ongoing teaching practice at Professional Competence throughout the maintenance period. | Section 4.10.1 of these procedures. Institute of Teachers: Section 3 Policy for the Maintenance of Accreditation at Professional Competence |
| 5    | Three months before the end of the maintenance period the accredited teacher records their progress against the Professional Teaching Standards and comments on their ongoing competence by completing the Teacher Maintenance of Accreditation at Professional Competence Report (T2). The teacher prints out the Professional Development Progress Report and attaches it to the T2 report. | Section 4.12.2 and Appendix 4 of these procedures. Department's Teacher Maintenance of Accreditation at Professional Competence Report (T2) (intranet only) Institute of Teachers: Section 5.2 Policy for the Maintenance of Accreditation at Professional Competence |
| 6    | The principal discusses the Teacher Maintenance of Accreditation at Professional Competence Report (T2) with the teacher. The principal verifies the teacher continues to demonstrate the Professional Teaching Standards at Professional Competence by signing the report on page one and in section 1b on page five. The principal verifies the teacher's participation in 100 hours of appropriate professional development. The principal submits the full report to the school education director for the final decision regarding maintenance of accreditation. | Section 4.12.2 and Appendix 4 of these procedures Institute of Teachers: Section 5.2 Policy for the Maintenance of Accreditation at Professional Competence |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>The school education director reviews the <em>Professional Development Progress Report</em> and verifies that the minimum of 100 hours continuing professional development in accordance with requirements has been reached. The school education director can also check through the Institute of Teachers' online database. The school education director makes the final maintenance of accreditation decision by signing the <em>Teacher Maintenance of Accreditation at Professional Competence Report (T2)</em> and either section 2 or section 3 of the <em>Maintenance of Accreditation Report at Professional Competence</em>.</td>
<td>Section 4.12.3 and 4.12.4 and Appendix 4 of these procedures. Institute of Teachers: Section 5.3</td>
</tr>
<tr>
<td>8</td>
<td>The school education director confirms that the teacher has maintained their accreditation at Professional Competence electronically on the Institute of Teachers' online database.</td>
<td>Section 4.12.3 of these procedures</td>
</tr>
<tr>
<td>9</td>
<td>The school education director keeps an endorsed copy of the <em>Teacher Maintenance of Accreditation at Professional Competence Report</em> and sends the original to the Institute of Teachers and a copy to the accredited teacher.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The accredited teacher's maintenance of accreditation status is recorded on the personnel database. A copy of the endorsed page one (T2) is sent to the principal and to the Director, Staffing Services.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Where the school education director decides that the teacher's accreditation has not been maintained, the teacher must be advised of his/her access to the internal review process and the Administrative Decisions Tribunal.</td>
<td>Sections 4.12.4 and 4.9.7 of these procedures. Institute of Teachers: Sections 5.5-6 Policy for the Maintenance of Accreditation at Professional Competence</td>
</tr>
<tr>
<td>12</td>
<td>Where a teacher maintains accreditation they then begin the next maintenance cycle and follow the process outlined above.</td>
<td></td>
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</tbody>
</table>
## CHECKLIST FOR ACCREDITED NEW SCHEME TEACHERS INVOLVED IN THE
## PROCESS OF MAINTENANCE OF ACCREDITATION AT PROFESSIONAL
## COMPETENCE

I have:

1. paid my annual fee to the Institute of Teachers

2. been assigned a supervisor who will support me

3. developed my understanding of professional development and the difference between Institute Registered professional development and Teacher Identified professional development

4. commenced documenting my 100 hours of professional development, which addresses all standards in Element 6 and one standard in Elements 1, 2, 3, 4, 5 and 7 of the Professional Teaching Standards, with the Institute of Teachers using the online *Continuing Professional Development Participation Log*

5. evaluated my Institute Registered professional development activities within three months of completion of each activity using the Institute of Teachers online *Continuing Professional Development Participation Log*

6. recorded and reflected on my progress against the Professional Teaching Standards and commented on my ongoing competence by completing the *Teacher Maintenance of Accreditation at Professional Competence Report (T2)*, no sooner than three months before the end of my maintenance period

7. printed my *Professional Development Progress Report* and attached it to my T2 report

8. discussed my T2 report with my supervisor and principal

9. received a copy of the final decision to maintain accreditation from my school education director.
APPENDIX 4B

CHECKLIST FOR SUPERVISORS INVOLVED IN THE PROCESS OF MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE OF ACCREDITED NEW SCHEME TEACHERS

I have:

1. familiarised myself with Institute of Teachers’ requirements in terms of professional development for maintenance of accreditation

2. planned and provided ongoing support to the accredited teacher in order for them to maintain competent practice

3. encouraged the accredited teacher to participate in appropriate professional development

4. encouraged and supported the accredited teacher in using the online *Continuing Professional Development Participation Log* to enter professional development activities

5. encouraged and supported the accredited teacher to evaluate their completed professional development activities using the online *Continuing Professional Development Participation Log*

6. ensured the accredited teacher is informed of their responsibilities in completing the *Teacher Maintenance of Accreditation at Professional Competence Report (T2)* no sooner than three months before the end of the maintenance period

7. engaged in a professional discussion around the *Teacher Maintenance of Accreditation at Professional Competence Report (T2)* with the accredited teacher to facilitate the teacher’s reflection on their practice

8. confirmed the completed report is given to the principal for a recommendation regarding the maintenance of accreditation

9. familiarised myself with the internal review process and the Administrative Decisions Tribunal process.
# APPENDIX 4C

## CHECKLIST FOR PRINCIPALS INVOLVED IN THE PROCESS OF MAINTENANCE OF ACCREDITATION AT PROFESSIONAL COMPETENCE OF ACCREDITED NEW SCHEME TEACHERS

I have:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>familiarised myself with Institute of Teachers’ requirements in terms of professional development for maintenance of accreditation</td>
</tr>
<tr>
<td>2</td>
<td>developed my understanding of departmental procedures and my role in the maintenance of accreditation process</td>
</tr>
<tr>
<td>3</td>
<td>assigned an experienced teacher as supervisor to support the accredited teacher</td>
</tr>
<tr>
<td>4</td>
<td>ensured effective whole school systems of communication about appropriate professional development opportunities are in place</td>
</tr>
<tr>
<td>5</td>
<td>encouraged accredited teachers and all staff to actively participate in appropriate professional development</td>
</tr>
<tr>
<td>6</td>
<td>ensured the accredited teacher’s completion of continuing professional development activities is verified at the school level</td>
</tr>
<tr>
<td>7</td>
<td>discussed the Teacher Maintenance of Accreditation at Professional Competence Report (T2) and the Institute of Teachers’ Maintenance of Accreditation Report at Professional Competence with the accredited teacher towards the end of the maintenance period so that it is prepared three months before the end of the maintenance period</td>
</tr>
<tr>
<td>8</td>
<td>made a recommendation regarding the maintenance of accreditation by checking the Professional Development Progress Report and verifying the report on page one of the Teacher Maintenance of Accreditation at Professional Competence Report (T2) and in section 1b on page five of the Institute of Teachers’ Maintenance of Accreditation Report at Professional Competence*</td>
</tr>
<tr>
<td>9</td>
<td>submitted the report to the school education director for the final decision regarding maintenance of accreditation.</td>
</tr>
</tbody>
</table>

* N.B. Teachers who at some time during the last five years have been placed on an improvement program who have subsequently been deemed as satisfactory should be verified as meeting the requirements for maintenance of accreditation.
## Checklist for School Education Directors Involved in the Process of Maintenance of Accreditation at Professional Competence of Accredited New Scheme Teachers

I have:

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>familiarised myself with Institute of Teachers’ requirements in terms of professional development for maintenance of accreditation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>familiarised myself with the Institute of Teachers’ online database in order to verify accredited teachers’ professional development during and at the end of their maintenance period</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>developed my understanding of my responsibilities in the maintenance of accreditation process</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>checked the principal has signed page one of the <em>Teacher Maintenance of Accreditation at Professional Competence Report (T2)</em> and section 1b on page five of the Institute of Teachers’ <em>Maintenance of Accreditation Report at Professional Competence</em></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>checked the <em>Professional Development Progress Report</em> attached to these reports and electronically verified the accredited teacher's minimum of 100 hours of continuing professional development is complete by using the Institute of Teachers’ online database if necessary</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>made the final maintenance of accreditation decision, endorsed the T2 report and ensured the accreditation decision has been entered on the personnel database</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>in cases when the teacher’s accreditation has not been maintained, advised the teacher of their access to the internal review process and the Administrative Decisions Tribunal process</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>in cases where the decision is not to accredit I have advised the Institute of Teachers of the decision in writing</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>confirmed the teacher’s maintenance of accreditation by electronically entering this on the Institute of Teachers’ online database</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>kept an endorsed copy of the T2 report and sent the original to the Institute of Teachers</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>sent a copy of the endorsed T2 report to the accredited teacher</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>forwarded a copy of the endorsed page 1 (T2) to the principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>forwarded a copy of the endorsed page 1 (T2) to the Director, Staffing Services.</td>
<td></td>
</tr>
</tbody>
</table>
## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Certificate</td>
<td>The award issued by the Institute of Teachers to teachers who achieve accreditation at Professional Competence.</td>
</tr>
<tr>
<td>accreditation number</td>
<td>A new scheme teacher is assigned an accreditation number at the point of employment by the Institute of Teachers. This number is to be used throughout their career and across school sites. (The department assigns an approval to teach number at the point of employment which is a separate number to the Institute of Teachers' accreditation number.)</td>
</tr>
<tr>
<td>Accreditation report</td>
<td>The report prepared for accreditation at the level of Professional Competence. It describes the evidence used to accredit the teacher against the seven elements of the Professional Teaching Standards.</td>
</tr>
<tr>
<td>accredited teacher</td>
<td>A teacher who has demonstrated the Professional Teaching Standards at Professional Competence and has been accredited as such by a Teacher Accreditation Authority. This term can also refer to teachers who have met the graduate standards at the point of employment at Graduate Teacher. See conditionally accredited teacher and provisionally accredited teacher below.</td>
</tr>
<tr>
<td>conditionally accredited teacher</td>
<td>A teacher who has been conditionally accredited at the graduate level who may have a degree, or is in the process of obtaining further education or subject qualifications.</td>
</tr>
<tr>
<td>delegate</td>
<td>For maintenance of accreditation, the principal is the delegate of the school education director, who is the Teacher Accreditation Authority. The principal signs the T2 report to verify the report and professional development. The principal as delegate also signs the Institute's application form for recognition of undergraduate or post graduate study.</td>
</tr>
<tr>
<td>existing teacher</td>
<td>A teacher who has taught in NSW before 1 October 2004 or is returning from approved leave or returning to teaching after working in non-school based positions within the department or the Office of the Board of Studies NSW is considered an existing teacher.</td>
</tr>
<tr>
<td>extending the maximum accreditation period</td>
<td>Casual and temporary teachers who do not have the opportunity to be accredited during the maximum period may apply to the Institute for an extension. Refer to the Institute of Teachers’ Policy for the accreditation of casual, temporary and part time teachers.</td>
</tr>
<tr>
<td>External Assessors</td>
<td>Those who review and comment on the evidence contained in Accreditation Reports. External Assessors are selected by the Institute of Teachers from within the same school sector as the teacher whose report is being considered. (Refer to Institute of Teachers’ policy on External Assessors.)</td>
</tr>
<tr>
<td>fees</td>
<td>An annual fee is payable by every provisionally and conditionally accredited new scheme teacher as well as teachers accredited at the level of Professional Competence. The fee is a legislated component of accreditation. Invoices are sent annually by the Institute of Teachers.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
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</tr>
<tr>
<td>Graduate teacher</td>
<td>The key stage of accreditation for people who have undertaken an approved initial teacher education program and met the <strong>Professional Teaching Standards</strong> at Graduate teacher level. It is mandatory for beginning new scheme teachers to be provisionally or conditionally accredited at Graduate teacher level to be approved for teaching in NSW.</td>
</tr>
<tr>
<td>Induction</td>
<td>A program that orients a new teacher to the school and teaching service. An induction program should provide structured support for the new scheme teacher to apply the Professional Teaching Standards.</td>
</tr>
<tr>
<td>Institute of Teachers</td>
<td>The independent statutory authority established under the <strong>Institute of Teachers Act 2004</strong> to provide a professional voice for teachers across NSW and support quality teaching. The charter is to advance the status and standing of the teaching profession.</td>
</tr>
<tr>
<td><strong>Institute of Teachers Act 2004</strong></td>
<td>The NSW Parliament legislated <strong>Institute of Teachers Act 2004</strong> to constitute the NSW Institute of Teachers; to make provision for <strong>Professional Teaching Standards</strong> and the accreditation of school teachers in relation to those standards; and for other purposes such as advising the Minister on matters relating to education.</td>
</tr>
<tr>
<td>Institute of Teachers’ Accreditation Report for Professional Competence</td>
<td>This report is completed by the principal. It describes achievement at Professional Competence by commenting on each Element using language consistent with the Professional Teaching Standards. It is submitted with the department’s <strong>Principal's Report on New Scheme Teacher (T1)</strong>.</td>
</tr>
<tr>
<td>Institute of Teachers’ Maintenance of Accreditation Report at Professional Competence</td>
<td>This report is completed by the teacher. It describes continued competent teaching practice by consistently meeting the Standards at Professional Competence. It is submitted with the department's <strong>Teacher Maintenance of Accreditation at Professional Competence Report (T2)</strong>.</td>
</tr>
<tr>
<td>leave of absence</td>
<td>New scheme teachers who have a break in employment service which interrupts the accreditation process, or accredited teachers who have a break in employment service which interrupts the maintenance of accreditation, can apply to the Institute of Teachers for a leave of absence. (Refer to Institute of Teachers’ policy on <strong>Leave of Absence from Accreditation</strong>.)</td>
</tr>
<tr>
<td>maintenance of accreditation</td>
<td>Once accredited at Professional Competence teachers are required to maintain accreditation by paying the annual fees to the Institute of Teachers, continuing to demonstrate the <strong>Professional Teaching Standards</strong> and participating in ongoing professional development. No sooner than three months before the end of the maintenance phase a report is written by the accredited teacher addressing their development against the standards at Professional Competence. The accredited teacher’s participation in professional development and the report is validated by the principal. The maintenance of accreditation phase for permanent, full time teachers is a five year period. Casual, temporary or part time teachers’ maintenance of accreditation phase is a seven year period. (Refer to the Institute of Teachers’ <strong>Policy for the Maintenance of Accreditation at Professional Competence</strong>.)</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>new scheme teacher</td>
<td>A teacher who has not taught before 1 October 2004. A teacher who is returning to teaching after an absence of five years or more and who has not been employed as a teacher in NSW (excluding teachers on approved leave or in non school-based positions within the department or the Office of the Board of Studies NSW).</td>
</tr>
<tr>
<td>Professional Competence</td>
<td>The key stage of teacher accreditation for teachers in their early career. It is a mandatory requirement for new scheme teachers to meet the <a href="#">Professional Teaching Standards</a> at Professional Competence to be employed as a teacher in NSW.</td>
</tr>
<tr>
<td>provisionally accredited teacher</td>
<td>A teacher who has been provisionally accredited at the graduate level is one who has successfully completed an initial teacher education program endorsed by the Institute of Teachers.</td>
</tr>
<tr>
<td>returning new scheme teacher</td>
<td>A teacher who has been previously employed as a teacher but had a break from teaching where they were not employed in NSW as a teacher is a returning new scheme teacher. This excludes teachers employed by the department before 1 October 2004 who are returning from approved leave or teachers who are returning to teaching after working in non school based positions within the department or the Office of the Board of Studies NSW.</td>
</tr>
<tr>
<td>supervisor</td>
<td>A teacher allocated by the principal to support a new scheme teacher in the process of accreditation at Professional Competence.</td>
</tr>
<tr>
<td>supporting evidence</td>
<td>New scheme teachers are required to collate documented and annotated evidence to reflect their knowledge and understanding of all seven elements of the Professional Teaching Standards at Professional Competence.</td>
</tr>
<tr>
<td>Teacher Accreditation Authority (TAA)</td>
<td>The person or body authorised by the Department of Education and Training’s Director-General under the Institute of Teachers Act 2004 to accredit in government schools. The delegates relating to different stages of accreditation are the: • Director, Staffing Services provisionally or conditionally accredits graduate teachers. • School Education Director accredits teachers at Professional Competence and maintenance of accreditation.</td>
</tr>
<tr>
<td>Teacher’s Certificate</td>
<td>The departmental Teacher’s Certificate is awarded to permanent teachers on completion of 12 months probation, or to casual and temporary teachers who are not new scheme after 195 days of service. For casual and temporary new scheme teachers, the 180 days including a block required for accreditation within the accreditation timeframe is considered sufficient for award of the Teacher’s Certificate. New scheme teachers must provide evidence of meeting the Professional Teaching Standards at Professional Competence.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Professional Competence</td>
<td>Professional Competence to receive this award. The Teacher’s Certificate is awarded once in a teaching career. It is not awarded if previously received from an earlier period of teaching service.</td>
</tr>
<tr>
<td>T1 Report</td>
<td>The department’s T1 report is the Principal’s Report on New Scheme Teacher (T1) (intranet only). It is a one page report completed by the new scheme teacher, the principal and the school education director. It is submitted with the Institute of Teachers’ Accreditation Report for Professional Competence. The principal completes and verifies both reports and submits them with the new scheme teacher’s supporting evidence to the school education director.</td>
</tr>
<tr>
<td>T2 Report</td>
<td>The department’s T2 report is the Teacher Maintenance of Accreditation at Professional Competence Report (T2) (intranet only). It is submitted with the Institute of Teachers’ Maintenance of Accreditation Report at Professional Competence. The principal verifies the teacher has met the requirements for the maintenance of accreditation and continues to demonstrate the Professional Teaching Standards at Professional Competence. The principal completes (and signs page 1 and page 5 of the report) and submits both the reports to the school education director.</td>
</tr>
</tbody>
</table>