

ACCREDITATION AT PROFICIENT TEACHER PROCEDURES



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1. Introduction

1.1

These procedures describe the process for mandatory accreditation at Proficient Teacher of teachers approved to teach in NSW government schools and employed by the NSW Department of Education and Communities (the Department), and the process for maintenance of that accreditation.

These procedures are to be read and applied in conjunction with the mandatory ***Accreditation of Teachers in NSW Government Schools Policy***.

In January 2014 the NSW Institute of Teachers merged with the Board of Studies NSW. The new organisation is the Board of Studies, Teaching and Educational Standards (BOSTES). **BOSTES** will continue to manage teacher accreditation and all the functions of the former NSW Institute of Teachers.

1.2 Use of the Australian Professional Standards for Teachers

Teachers granted provisional or conditional accreditation on or after **1 October 2012** are required to use the ***Australian Professional Standards for Teachers – Proficient Teacher level***.

A transition period exists between October 2012 and December 2014 to allow for provisionally and conditionally accredited teachers to transition from the use of the NSW Professional Teaching Standards to the Australian Professional Standards for Teachers.

It is possible for teachers who started teaching in NSW before 1 October 2012 to use the Australian or NSW Standards. If using the NSW Professional Teaching Standards at Professional Competence teachers are expected to complete their accreditation process by the end of 2014 or transition to the Australian Standards. This provision would apply in circumstances where a teacher has made substantial progress towards completing accreditation requirements. Information and accreditation report templates for the NSW standards are available from **BOSTES**.

From 2014 all teachers will use the Australian Standards for their maintenance of accreditation. Their online professional development log will reflect this transition.

The term “standards” in this document refers to both the NSW and Australian standards.

2. Teachers who are required to be accredited

2.1

Teachers who are required to be accredited (either permanently appointed or working in a casual or temporary capacity) have:

- i. never been employed to teach in NSW schools before 1 October, 2004: or
- ii. K-12 teaching experience in NSW schools but are returning to teaching after 1 October, 2004 following an absence of five years or more.

2.2

Teachers who are fully registered in another state or territory in Australia may apply to **BOSTES** to have their registration recognised within 60 days of having their provisional accreditation granted in NSW. For more information on recognition of interstate teacher registrations refer to **BOSTES**. Teachers who have their registration recognised by **BOSTES** are still required to complete the Department's probationary requirements.

2.3

Teachers who are already required to be accredited who return to teach after working in a non school based position with the Department may have their employment recognised as equivalent to employment in a teaching role.

Teachers employed by the Department before 1 October 2004 who are returning to teaching after working in a non school based position within the Department are **not** regarded as teachers requiring accreditation.

3. Approval to teach

To be approved to teach with the Department teachers must meet:

- i. the suitability requirements of the Department by holding recognised teaching qualifications and undergoing appropriate recruitment and probity checks; and
- ii. the requirements for provisional or conditional accreditation with BOSTES.

4. Accreditation at Proficient Teacher

4.1 Mandatory requirement to be accredited at Proficient Teacher

4.1.1 It is a mandatory requirement that provisionally or conditionally accredited teachers who are working in NSW government schools are to achieve accreditation at Proficient Teacher with BOSTES within the required timeframe.

To achieve accreditation at Proficient Teacher, teachers must demonstrate all standard descriptors across the seven standards described in the Australian Professional Standards for Teachers. This involves demonstrating the ability to integrate and apply the knowledge and skills that underpin the professional standards and create, on a consistent basis, an environment where learning opportunities for all students are optimised.

4.2 Teacher Accreditation Authority

Consistent with the *Teacher Accreditation Act 2004* and the *Board of Studies, Teaching and Educational Standards Act 2013* the Secretary, Department of Education and Communities has delegated the Director, Public Schools NSW as the Teacher Accreditation Authority (TAA) with the responsibility for making accreditation decisions at Proficient Teacher along with making decisions concerning the maintenance of accreditation at Proficient Teacher.

4.3 Role of the Board of Studies, Teaching and Educational Standards

BOSTES manages the system of accreditation at Proficient Teacher and monitors maintenance of accreditation. This includes:

- maintaining a database of teachers at all levels of accreditation and timeframes;
- providing updates for teachers regarding their progress in meeting continuing requirements for accreditation, including professional development;
- informing TAAs of teachers at risk of not meeting accreditation requirements including professional learning;
- issuing certificates of accreditation for teachers to TAAs;
- arranging for external assessors to review the accreditation decisions of the TAA to identify any

patterns of discrepancy in accreditation reporting and judgments;

- approving endorsed providers of registered professional development; and
- monitoring ongoing participation in professional development by teachers accredited at Proficient Teacher.

4.4 Payment of fees to BOSTES

It is a legislated requirement for the purposes of employment as a teacher in NSW that provisionally and conditionally accredited teachers as well as teachers accredited at Proficient Teacher level maintain payment of annual fees directly to BOSTES.

4.5 Service requirement for teachers appointed permanent on probation

4.5.1 Teachers are required to know the date when their period of accreditation will end and what accreditation actions they are required to achieve in the relevant period.

From 2014, provisional or conditional teachers appointed permanent on probation who are employed full time are expected to demonstrate the standards at Proficient Teacher by the end of the second year of their appointment with the Department.

Teachers appointed permanent on probation who are employed part time are expected to demonstrate the standards at Proficient Teacher within the equivalent of two years of full time service from the date of their appointment with the Department.

Not all teachers appointed to permanent positions will have a two year period available in which to complete accreditation requirements. Teachers can be appointed permanently after some years of work as a casual teacher during which they would have gained experience relevant to their accreditation.

Teachers who are appointed permanently must take into account their maximum period for achieving accreditation with BOSTES and discuss this with their principal. These teachers need to meet their accreditation requirements within their relevant period. A permanent appointment does not provide an extension to a teacher's accreditation period.

4. Accreditation at Proficient Teacher (continued)

Principals are no longer required to complete a *Principal's Report on a New Scheme Teacher (T1)* report to accompany an accreditation report. Use of this report has been discontinued from 2014.

The confirmation of permanency at the end of the first year of appointment is a separate process to the achievement of accreditation.

4.6 Service requirement for casual teachers and casual teachers on temporary engagements

Casual teachers may be employed on a day to day basis or on a temporary engagement if applicable. Temporary engagements are for a defined period of time where a person is employed in one engagement full time for four weeks or more or in one engagement for one to four days per week for two terms or more. Casual teachers and casual teachers on a temporary engagement are collectively referred to as casual teachers in this document.

4.6.1 Casual teachers are required to know the date when their period of accreditation will end and what accreditation actions they are required to achieve in the relevant period. This information is available from **BOSTES**. Teachers must successfully complete required accreditation actions before the date of expiry of their relevant accreditation period is reached.

Casual teachers:

- have a minimum of two years and a maximum of five years to complete their accreditation at Proficient Teacher;
- need to complete at least 180 full time equivalent days of teaching (this may include days teaching in non-departmental schools); and
- complete a block of continuous teaching in the same five year timeframe. The block of continuous 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 undertaken in a single school. This allows the principal to determine that a casual teacher meets the *Australian Professional Standards for Teachers* consistently over time.

At the commencement of the block of teaching, casual teachers should discuss with the principal their wish to use this time for the purposes of finalising their accreditation. Principals should support casual teachers engaged in a block of teaching to access the formal accreditation process.

Casual teachers should have access to the same professional support for accreditation as teachers employed permanently. Casual teachers should be encouraged to seek out and participate in professional support at their school.

Casual 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.

4.6.2 BOSTES specifies the maximum timeframe for casual teachers to achieve accreditation at Proficient Teacher as five years for provisionally accredited teachers and six years for conditionally accredited teachers. Many casual teachers will have opportunities to achieve accreditation prior to the maximum five year timeframe. It is strongly recommended that casual teachers use these opportunities to achieve accreditation. Casual teachers need to be aware that gaining a permanent teaching appointment does not mean that their timeframe to achieve accreditation is extended.

4.6.3 Casual teachers who do not teach due to illness, or work outside of teaching within the period specified may apply to BOSTES for an extension of the accreditation period.

4.7 Principles guiding the accreditation process

4.7.1 The process of accreditation of teachers at Proficient Teacher must:

- acknowledge the varied contexts in which teachers teach;
- recognise the teacher's knowledge and skills relevant to K-12 teaching;
- identify and address the teacher's professional learning needs;
- include implementation of a supportive, structured supervision program that is informed by the professional judgements of supervisors and principals; and
- use the expertise of colleagues in providing professional support and strategies to assist the teacher.

4.7.2 Departmental staff members follow the procedures required by BOSTES in making judgements about teachers at Proficient Teacher. Support material to assist staff to make valid, fair and reliable judgements is available on the **BOSTES website**.

4. Accreditation at Proficient Teacher (continued)

4.8 Support for teachers appointed permanent on probation

Teachers who are appointed to schools are required to be 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.

The nature and amount of support provided to teachers appointed permanent on probation will depend upon their capabilities, teaching experience and their stage in the accreditation process. Some teachers may be part way into or completed the accreditation process as a casual teacher while other teachers may be commencing the process.

Schools with a permanent on probation teacher entering on duty from 2014 will receive resourcing equivalent to two hours per week release time for the teacher as well as one hour per week release time for an experienced teacher colleague to provide mentoring support.

In the permanent beginning teacher's second year of teaching, the school will be resourced with the equivalent of one hour per week release time for the permanent teacher to further develop their practice.

This model provides schools with the capacity and flexibility to support all permanent beginning teachers with the mentoring and guidance they need to make a successful start to their teaching careers and meet their accreditation requirements.

In cases where permanent beginning teachers have either already successfully completed the accreditation process (i.e. as a casual teacher) or where the permanent beginning teacher is not required to be accredited, the resourcing should focus on ongoing development of teacher quality, ensuring probationary requirements are met.

4.9 The process for teachers achieving accreditation at Proficient Teacher

This section must be read and applied in conjunction with **Appendix 1** of these procedures which provides checklists for the process of accreditation.

4.9.1 Responsibilities of staff involved in the accreditation process of teachers at Proficient Teacher

A checklist for each Department staff member involved in the accreditation of teachers is available at **Appendix 1** of these procedures.

4.9.2 Supervisors of teachers

All teachers who are required to be accredited, including casual teachers employed regularly and for block periods, require the ongoing professional support of a supervisor.

Supervisors support teachers in their professional growth and development towards achievement of the standards at Proficient Teacher. They also support the teacher to work through the process of accreditation.

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 teacher to demonstrate achievement of the standards at Proficient Teacher.

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 to be used to make judgements about the teacher's demonstration of the standards at Proficient Teacher;
- provide written feedback on teaching observations as appropriate; and
- advise the teacher on their collection of annotated evidence.

4.9.3 Collection of the teacher's supporting evidence

During the accreditation period teachers are expected to collect, evaluate, annotate and collate samples of their work as supporting evidence to demonstrate their teaching at the level of Proficient Teacher against the Australian Professional Standards for Teachers.

Casual teachers may collect this supporting evidence from a variety of schools over time. At whichever school the evidence is collected, it is the responsibility of the casual teacher to have their evidence verified and signed by the relevant principal at that time.

4. Accreditation at Proficient Teacher (continued)

Nature of the evidence

The supporting evidence that teachers are required to collect comprises only the written material normally used in preparing for and delivering teaching programs and assessing and recording student achievement of learning outcomes. Feedback from lesson observations may also be a useful resource.

The supporting evidence for an accreditation report is a sample of a teacher's work. It is not a comprehensive portfolio. It is not necessary to include supporting evidence for each of the 37 standard descriptors. Teachers do not need to submit large quantities of evidence. Avoid lengthy documents and photographs.

Annotations

A succinct and thoughtful annotation of why each document demonstrates achievement of the standards is a significant feature of evidence. Each piece of supporting evidence must be annotated by the teacher to demonstrate achievement of one or more standard descriptors of the *Australian Professional Standards for Teachers* at the level of Proficient Teacher.

Annotations on evidence should briefly:

- note the standard descriptor/s it reflects;
- explain how the document demonstrates these standards;
- explain why the document was chosen and how it was used, and
- indicate the impact or result of the work.

Annotations should tell the story of the document in terms that are specific to the standard descriptors, so that the principal and the TAA can easily appreciate the teacher's view on the link between the evidence document and the standards.

Preparing evidence for the accreditation report

The teacher, with the assistance of the supervisor, reviews the collected evidence over time and towards the end of the accreditation period selects the supporting evidence which best demonstrates their teaching at the level of Proficient Teacher.

The focus for submitted evidence is on quality not quantity – the submitted evidence could reasonably be expected to fit into an A4 plastic sleeve if printed.

For example, evidence may be made up of about 6 documents of approximately 3-4 pages each.

Accreditation documents and evidence should be emailed as PDF files between schools, Professional Standards and Accreditation Officers and TAAs. Refer to **Appendix 3** for information on the titling of PDF documents.

Any information that will allow a student or colleague to be identified must be removed from the teacher's submitted evidence. Identification of the school from which the evidence comes is acceptable.

The teacher and the supervisor must sign and date the front (bottom) of each **piece** 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 **piece** of evidence at the time of completion of the report, or to verify the authenticity of document/s at a time when a casual teacher is moving on from their school and intending to use the evidence as part of a future submission.

Further advice on the collection and annotation of evidence is available on the **BOSTES website**.

Casual teachers

Casual teachers who are undertaking sufficient teaching at a school to develop some continuity of teaching experience apply to the principal of that school to seek support through the accreditation process. The application for support to achieve accreditation, which may have been made through discussion, should be confirmed by the teacher in writing, usually via email.

In preparing to finalise their accreditation, a casual teacher should review their pay advice and teaching records to ensure that they have completed the required teaching service (**refer to section 4.6.1 of these procedures**).

Casual teachers should provide to the principal a clear statement:

- seeking support for accreditation at the school; and
- that they have met the Department's service requirement as outlined in **section 4.6.1**.

4. Accreditation at Proficient Teacher (continued)

Principals may ask for evidence (e.g. pay advice) if necessary to demonstrate achievement of the teaching service requirements. Provision of evidence is particularly important for teachers seeking to use service in other school sectors as part of their 180 day teaching requirement.

Casual teachers may alternate between casual and temporary engagements. So that teaching documents created and collected as part of the ongoing work of casual teachers may later be used as supporting evidence, they should be signed and dated by the teacher, the supervisor and the principal on the front (bottom) of each **piece**. This means that casual teachers may have documents signed by more than one supervisor and principal included in their supporting evidence.

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

4.9.4 The BOSTES Accreditation at Proficient Teacher Report

The *Template for the Accreditation at Proficient Teacher Report* is a three page report with a covering checklist. The teacher, the supervisor, the principal and the Director, Public Schools NSW sign the report.

The report:

- describes achievement at Proficient Teacher by commenting on each of the seven standards using language consistent with the Australian Professional Standards for Teachers;
- is specific to the individual teacher's practice (including some examples)
- lists the teacher's attached supporting evidence; and
- is consistent with, and takes into account, all sources of evidence of achievement of the standard descriptors at Proficient Teacher.

The **principal** is responsible for sending the BOSTES Accreditation at Proficient Teacher Report and the accompanying evidence to the Director, Public Schools NSW as the TAA.

It is recommended that reports are sent as PDF documents attached to an email when they are sent between sites in the Department.

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 accreditation at Proficient Teacher

Where the principal is not recommending accreditation at Proficient Teacher, they must advise the teacher that the Director, Public Schools NSW, as the Department's delegated TAA at Proficient Teacher (*refer to section 4.2 of these procedures*), will make the final accreditation decision.

4.9.6 The accreditation decision

The *Accreditation at Proficient Teacher Report* and the accompanying evidence are submitted to the Director, Public Schools NSW by the principal.

As the TAA for accreditation at Proficient Teacher, the decision of the Director, Public Schools NSW as to whether the teacher has demonstrated the standards is final. However, the procedure used in reaching the decision is subject to internal review.

The TAA records the accreditation date on the Department's personnel database against the teacher's record.

Where the Director, Public Schools NSW determines that a teacher does not meet the requirements for accreditation, the teacher must be advised by the Director, Public Schools NSW of his/her access to the internal review process and the NSW Civil and Administrative Tribunal (NCAT) process (*refer to section 4.9.7 of these procedures*).

The Director, Public Schools NSW will also need to advise BOSTES of their decision by completing the *Notification of a Decision to Refuse to Accredit a New Scheme Teacher at Proficient/Professional Competence form*.

4.9.7 The Department's internal review process

A request by a 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

4. Accreditation at Proficient Teacher (continued)

- made within 28 days of the teacher being informed of the accreditation decision by the Director, Public Schools NSW.

The request by a teacher for an internal review is to be made to the Executive Director, People and Services.

A response to the teacher's request for an internal review will occur within 21 days from receipt by the Executive Director, People and Services.

If the decision to not accredit is upheld following the internal review, the teacher may apply to NCAT for a further review of the accreditation decision. Advice about this process will be provided in writing by the Executive Director, People and Services.

4.9.8 Issue of the Certificate of Accreditation

BOSTES records the accreditation decision and updates the teacher's accreditation status. The Certificate of Accreditation is forwarded to the Director, Public Schools NSW for signature and distribution.

4.9.9 BOSTES monitoring process – external assessors

BOSTES conducts an external review process to ensure a consistent and fair application of the Australian Professional Standards for Teachers in all school sectors across NSW.

4.9.10 Record keeping

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

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

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; and
- the *Accreditation at Proficient Teacher Report* and the supporting evidence. The teacher replaces the copy of the report upon receipt of the copy signed by the Director, Public Schools NSW.

- **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 *Accreditation at Proficient Teacher Report* and the submitted supporting evidence. The initial copies of the reports are replaced upon receipt of the signed copies from the Director, Public Schools NSW.

Directors, Public Schools NSW are responsible for keeping a copy of the *Accreditation at Proficient Teacher Report* and the supporting evidence. The accreditation report and original collection of supporting evidence must be forwarded to BOSTES within 21 days of the decision being made.

The Director, Public Schools NSW is responsible for ensuring that the accreditation decision is entered into the Department's personnel database against the teacher's record.

4.9.11 Responsibility for evidence produced during the accreditation period

It is the responsibility of the teacher to retain 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 teacher who commenced his/her accreditation with another TAA, the Department will require the supporting evidence from the other TAA. Departmental staff may contact the original TAA for clarification.

5. Maintenance of accreditation at Proficient Teacher

5.1 Mandatory requirement to maintain accreditation

It is a mandatory requirement for teachers who are accredited at Proficient Teacher to maintain their accreditation. **Refer to section 5.3 of these procedures for timeframes for maintenance of accreditation at Proficient Teacher.**

5.2 Maintenance of accreditation at Proficient Teacher

5.2.1 To maintain their accreditation teachers must:

- pay their annual accreditation fee to BOSTES;
- continue to demonstrate through their practice against the Australian Professional Standards for Teachers at Proficient Teacher;
- participate in and complete a mandatory minimum of 100 hours of continuing professional development over the required timeframe (**refer to section 5.2.2**); and
- complete the *Maintenance of Accreditation Report for Proficient Teacher*.

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.

5.2.2 Teachers accredited at Proficient Teacher are required to complete a minimum of 100 hours of professional development over the relevant timeframe to maintain their accreditation. Teachers are to record their completion of continuing professional development online through the **BOSTES website** using the online Continuing Professional Development Participation 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. **This document must be attached to the maintenance report at the end of the maintenance cycle.**

The 100 hours continuing professional development comprises:

- at least 50 hours of BOSTES Registered Professional Development which comprises designated courses delivered by providers endorsed by BOSTES; and

- a balance of Teacher Identified Professional Development which could include courses and programs which are not registered through BOSTES, attendance at conferences, workshops, professional reading, observations, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities.

The Department is an endorsed provider of BOSTES Registered Professional Development. Details of BOSTES Registered courses and programs provided by the Department are available on **My PL@Edu**.

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

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

Principals are asked to use the BOSTES online *Continuing Professional Development Participation Log* to verify that the teacher participated in teacher identified professional development. In some schools principals may give this responsibility to supervisors.

Principals are no longer required to complete a *Teacher Maintenance of Accreditation at Professional Competence Report* (T2) report to accompany a maintenance report. Use of this report has been discontinued from 2014.

Casual teachers must maintain up to date online records and regularly inform BOSTES of the schools in which they are working and have undertaken professional development. This enables BOSTES 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 teacher's professional development. It is the responsibility of casual teachers to ensure that their online record with BOSTES is current and able to be accessed by a principal before asking a principal to verify their professional development.

5.2.3 As a minimum the 100 hours of professional development completed by teachers accredited at Proficient Teacher must address:

5. Maintenance of accreditation at Proficient Teacher (continued)

- each standard descriptor contained in Standard 6 of the Australian Professional Standards for Teachers; and
- one standard descriptor in each of the remaining standards (Standards 1, 2, 3, 4, 5, and 7) in the Australian Professional Standards for Teachers.

5.2.4 Following an application to BOSTES, teachers undertaking postgraduate study, and in some circumstances additional undergraduate study, during the maintenance period will be deemed as meeting professional development requirements. Refer to BOSTES for information about postgraduate studies and undergraduate studies which may meet BOSTES requirements.

5.2.5 For further information regarding BOSTES Registered Continuing Professional Development and Teacher Identified Continuing Professional Development, refer to the BOSTES *Continuing Professional Development Policy*.

5.3 Timeframes for the maintenance of accreditation at Proficient Teacher

Permanent teachers who are accredited at Proficient Teacher and are employed full time have five years to complete each maintenance of accreditation phase. Casual and part time teachers who are accredited at Proficient Teacher have seven years to complete each maintenance of accreditation phase.

In cases where a break in teaching service may lead to a teacher accredited at Proficient Teacher 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 BOSTES.

For details on grounds for leave of absence requirements refer to section 9 of the BOSTES *Policy for the Maintenance of Accreditation at Proficient/Professional Competence*.

5.4 The process for the maintenance of accreditation at Proficient Teacher

This section must be read and applied in conjunction with **Appendix 2** of these procedures which provides checklists for the process for the maintenance of accreditation.

5.4.1 The responsibilities of staff in the process of mandatory maintenance of accreditation at Proficient Teacher

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

Responsibilities for each staff member involved in the maintenance of accreditation at Proficient Teacher are outlined in the checklists at **Appendix 2**.

5.4.2 The BOSTES Maintenance of Accreditation Report for Proficient Teacher

The BOSTES *Maintenance of Accreditation Report for Proficient Teacher* is a four page report (with a covering checklist) which is completed and signed by the teacher, verified and signed by the principal (as the delegate of the TAA) and signed by the Director, Public Schools NSW as the TAA.

Three months before the end of the maintenance period, the teacher completes the BOSTES *Maintenance of Accreditation Report for Proficient Teacher*.

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 Proficient Teacher and reflects on their ongoing development of practice, knowledge and engagement against the standards at Proficient Teacher throughout the entire maintenance period. The report should not be completed or submitted until three months before the end of the maintenance period. Any report submitted early will be returned. Reports submitted late will impact upon the length of the next maintenance period.

Three months before the maintenance period is to end the accredited teacher completes the first three pages of the *Maintenance of Accreditation Report for Proficient Teacher* by addressing the seven standards of the Australian Professional Standards for Teachers. The accredited teacher also completes section 1A of the final page.

5. Maintenance of accreditation at Proficient Teacher (continued)

The teacher prints out their *Professional Development Progress Report* from the BOSTES website and attaches it to the accreditation report. This shows that they have completed their continuing professional development requirements.

The principal verifies the *Maintenance of Accreditation Report for Proficient Teacher* by checking the *Professional Development Progress Report* and signing section 1B on the final page of the *Maintenance of Accreditation Report for Proficient Teacher*. The principal sends the *Maintenance of Accreditation Report for Proficient Teacher* and the accompanying evidence to the Director, Public Schools NSW as the TAA.

It is recommended that reports are sent as PDF documents attached to email when they are sent between sites in the Department. Refer to **Appendix 3** for information on the titling of PDF documents.

5.4.3 The maintenance of accreditation decision

The Director, Public Schools NSW 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 *Maintenance of Accreditation Report for Proficient Teacher*.

Directors, Public Schools NSW are also able to use the BOSTES online database available through the TAA portal on the BOSTES website as necessary.

In cases in which the accredited teacher's maintenance is confirmed the teacher begins the next phase of maintenance of accreditation at Proficient Teacher.

In cases in which the Director, Public Schools NSW 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 NSW Civil and Administrative Tribunal (NCAT) process.

Teachers who fail to meet the requirement to maintain their accreditation within their relevant period are no longer eligible to continue teaching in any NSW school.

5.4.4 The Department's internal review process

A request by a teacher accredited at Proficient Teacher for an internal review of the decision that their accreditation has not been maintained follows the

same process that applies during the accreditation at Proficient Teacher 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 teacher may apply to the NCAT.

5.4.5 Maintenance of accreditation for non school based staff

Teachers who are accredited at Proficient Teacher and are subsequently employed in a non school based position in the Department (for example as a senior education officer) for five years or more after 1 January 2005 can choose to:

- i. maintain their accreditation at Proficient Teacher. 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 at Proficient Teacher can be made.

Such accredited teachers should negotiate how they will meet their maintenance of accreditation requirements with their line manager and the TAA (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 BOSTES Policy for the Maintenance of ***Maintenance of Accreditation at the level of Proficient teacher/Professional Competence.***

OR

- ii. apply to BOSTES for a leave of absence from maintenance of accreditation during their period of employment in a non school based position not related to teaching.

For further information refer to section 9 of the BOSTES Policy for the ***Maintenance of Accreditation at the level of Proficient Teacher/Professional Competence.***

6. Ceasing accreditation

If a teacher fails to meet the requirements of accreditation within the maximum timeframe their provisional or conditional accreditation ceases and they are no longer eligible to teach in any NSW school.

For further information in relation to ceasing the provisional or conditional accreditation of teachers when the maximum period has expired without achieving Proficient Teacher refer to **BOSTES**.

7. Revocation of accreditation

Accreditation can be revoked:

- on general grounds; for example, guilty of a serious offence, for serious misconduct leading to dismissal and failure to comply with conditions of accreditation; and/or
- for failing to comply with the requirements of the Australian Professional Standards for Teachers.

For further information on revocation of accreditation refer to the BOSTES policy **Notification of a decision to revoke the Provisional or Conditional Accreditation of a New Scheme Teacher**.

8. Contacts and key resources

For information including policy regarding the accreditation processes, leave and extensions of the accreditation period, a guide to support the collection of evidence, and information on keeping personal records up to date contact the Board of Studies, Teaching and Educational Standards:
<http://www.BOSTES.nsw.edu.au/wps/portal/home>
Tel: 1300 739 338

For information about procedures for provisional/conditional accreditation at point of approval to teach in government schools and policies and procedures for accreditation and maintenance of accreditation contact the Department's Workforce Management and Development People and Services Directorate on Tel: (02) 9836 9000

Website for the **Board of Studies, Teaching and Educational Standards**

The Accreditation at Proficient Teacher Report and the Maintenance of Accreditation Report for Proficient Teacher are available at
<http://www.nswteachers.nsw.edu.au/Main-Professional-Teaching-Standards/national-professional-standards-for-teachers/>

9. Other resources

Website for the **Australian Institute for Teaching and School Leadership**

Appendix 1A

Checklist for teachers involved in the process of accreditation at Proficient Teacher

I have:

-
- | | | |
|----|--|--------------------------|
| 1 | ensured that my principal and supervisor are aware of my stage of accreditation and the date of the end of my current accreditation period (refer to BOSTES if unsure) or (if a casual teacher) discussed with the principal that I am seeking support to complete my accreditation at that school | <input type="checkbox"/> |
| 2 | provided my principal with a copy of my approval to teach letter and my BOSTES accreditation number | <input type="checkbox"/> |
| 3 | paid my fees to BOSTES and advised them of any changed contact details or employment status, if applicable | <input type="checkbox"/> |
| 4 | become familiar with the relevant documents concerning accreditation at Proficient Teacher by reading the available information from BOSTES and the Department | <input type="checkbox"/> |
| 5 | actively participated in my school's induction program | <input type="checkbox"/> |
| 6 | been allocated a supervisor and we are communicating regularly about my support needs and professional practice | <input type="checkbox"/> |
| 7 | participated in teaching observations and feedback discussions with my supervisor | <input type="checkbox"/> |
| 8 | documented my development against the Australian Professional Standards for Teachers with the help of my supervisor | <input type="checkbox"/> |
| 9 | kept my pay advice as proof of my teaching service (applicable to casual teachers only) | <input type="checkbox"/> |
| 10 | collected and appropriately annotated my evidence, which could fit into an A4 plastic sleeve, to support my application for accreditation | <input type="checkbox"/> |
| 11 | signed and dated the supporting evidence at the front (bottom) of each piece | <input type="checkbox"/> |
| 12 | signed and dated (and written a statement if desired) section 1A of the last page of the <i>Accreditation at Proficient Teacher Report</i> | <input type="checkbox"/> |
| 13 | kept copies of documentation including supporting evidence throughout the accreditation process prior to submitting these to my principal | <input type="checkbox"/> |
| 14 | become familiar with the internal review process should I need to seek an internal review of a decision not to accredit. | <input type="checkbox"/> |
-

Appendix 1B

Checklist for supervisors involved in the process of accreditation at Proficient Teacher

I have:

- | | | |
|----|--|--------------------------|
| 1 | become familiar with the relevant documents concerning accreditation of teachers at Proficient Teacher by reading the available information from BOSTES and the Department | <input type="checkbox"/> |
| 2 | become aware of the teacher's stage of accreditation and the date of the end of their current accreditation period and if supporting a casual teacher to complete their accreditation, have emailed them to confirm this | <input type="checkbox"/> |
| 3 | supported the teacher's participation in the school's induction program | <input type="checkbox"/> |
| 4 | communicated regularly with the teacher about their support needs and professional practice | <input type="checkbox"/> |
| 5 | negotiated a plan for conducting observations of the teacher's lessons | <input type="checkbox"/> |
| 6 | conducted teaching observations and feedback discussions with the teacher | <input type="checkbox"/> |
| 7 | kept copies of relevant documents throughout the accreditation process as they may be required in a review of an accreditation decision | <input type="checkbox"/> |
| 8 | assisted the teacher to collect and appropriately annotate the most relevant supporting evidence | <input type="checkbox"/> |
| 9 | signed and dated the supporting evidence at the front (bottom) of each piece | <input type="checkbox"/> |
| 10 | signed and dated section 1B of the <i>Accreditation at Proficient Teacher Report</i> | <input type="checkbox"/> |
| 11 | provided advice and assistance to the principal (as required) to assist him/her to complete the <i>Accreditation at Proficient Teacher Report</i> | <input type="checkbox"/> |
| 12 | become familiar with the internal review process should the teacher seek a review of the accreditation decision | <input type="checkbox"/> |
| 13 | informed the teacher of the internal review process should they seek a review of the accreditation decision. | <input type="checkbox"/> |

Appendix 1C

Checklist for principals involved in the process of accreditation at Proficient Teacher

I have:

-
- | | | |
|----|---|--------------------------|
| 1 | checked the accreditation status and date of the end of the current accreditation period of teacher/s employed in my school and if I am supporting a casual teacher in their accreditation, have emailed them to confirm this support | <input type="checkbox"/> |
| 2 | assigned an experienced supervisor to support each teacher and ensured a structured induction is provided | <input type="checkbox"/> |
| 3 | ensured the supervisors and teachers requiring accreditation are familiar with the documents and resources related to accreditation at Proficient Teacher | <input type="checkbox"/> |
| 4 | made supervisors and teachers aware of the Department's process for review of an accreditation decision | <input type="checkbox"/> |
| 5 | where needed, implemented procedures for teachers who are experiencing difficulties, prior to making an accreditation decision | <input type="checkbox"/> |
| 6 | completed the <i>Accreditation at Proficient Teacher Report</i> | <input type="checkbox"/> |
| 7 | discussed the completed <i>Accreditation at Proficient Teacher Report</i> with the teacher requiring accreditation | <input type="checkbox"/> |
| 8 | ensured the teacher has signed section 1A of the <i>Accreditation at Proficient Teacher Report</i> | <input type="checkbox"/> |
| 9 | signed and dated section 1B of the <i>Accreditation at Proficient Teacher Report</i> | <input type="checkbox"/> |
| 10 | made sure supporting evidence does not identify a student or a colleague | <input type="checkbox"/> |
| 11 | checked each piece of the evidence is signed and dated at the front (bottom) of the piece by the teacher, supervisor and myself | <input type="checkbox"/> |
| 12 | emailed the completed <i>Accreditation at Proficient Teacher Report</i> and the teacher's supporting evidence to the Director, Public Schools NSW. | <input type="checkbox"/> |
-

Appendix 1D

Checklist for Director, Public Schools NSW involved in the process of accreditation at Proficient Teacher

I have:

- | | | |
|----|--|--------------------------|
| 1 | supported principals to ensure quality guidance and supervision has been provided to teachers requiring accreditation in schools | <input type="checkbox"/> |
| 2 | processed the BOSTES <i>Accreditation at Proficient Teacher Report</i> and the teacher's supporting evidence on receipt | <input type="checkbox"/> |
| 3 | made a decision regarding accreditation at Proficient Teacher taking into account the written recommendation of the principal, the teacher's supporting evidence and the teacher's service | <input type="checkbox"/> |
| 4 | made the accreditation decision by completing section 2 (meets the requirements for accreditation) or section 3 (does not meet the requirements for accreditation) of the BOSTES <i>Accreditation at Proficient Teacher Report</i> | <input type="checkbox"/> |
| 5 | kept copies of the completed <i>Accreditation at Proficient Teacher Report</i> and evidence, which is important for cases where I decide, as TAA, not to accredit | <input type="checkbox"/> |
| 6 | ensured the accreditation decision is entered on the Department's personnel database | <input type="checkbox"/> |
| 7 | forwarded the BOSTES original <i>Accreditation at Proficient Teacher Report</i> with the teacher's supporting evidence to BOSTES within 21 days | <input type="checkbox"/> |
| 8 | forwarded a signed copy of the BOSTES <i>Accreditation at Proficient Teacher Report</i> to the principal and the teacher | <input type="checkbox"/> |
| 9 | in cases where the decision is not to accredit I have advised BOSTES of the decision in writing | <input type="checkbox"/> |
| 10 | in cases where the decision is not to accredit I have advised the teacher of their access to the internal review process | <input type="checkbox"/> |
| 11 | monitored the consistency of principals' recommendations to accredit | <input type="checkbox"/> |
| 12 | signed and distributed the BOSTES <i>Certificate of Accreditation</i> . | <input type="checkbox"/> |

Appendix 2A

Checklist for accredited teachers involved in the process of maintenance of accreditation at Proficient Teacher

I have:

- | | | |
|----|---|--------------------------|
| 1 | paid my annual fee to BOSTES | <input type="checkbox"/> |
| 2 | been assigned a supervisor who will support me | <input type="checkbox"/> |
| 3 | demonstrated ongoing teaching practice at Proficient Teacher throughout the maintenance period | <input type="checkbox"/> |
| 4 | developed my understanding of professional development and the difference between BOSTES Registered professional development and Teacher Identified professional development | <input type="checkbox"/> |
| 5 | documented my 100 hours of professional development, which addresses all standard descriptors in Standard 6 and one standard descriptor in Standards 1, 2, 3, 4, 5 and 7 of the <i>Australian Professional Standards for Teachers</i> , with BOSTES using the online <i>Continuing Professional Development Participation Log</i> | <input type="checkbox"/> |
| 6 | evaluated my BOSTES Registered professional development activities within three months of completion of each activity using the online <i>Continuing Professional Development Participation Log</i> | <input type="checkbox"/> |
| 7 | recorded and reflected on my progress against the standards and commented on my ongoing competence by completing the <i>Maintenance of Accreditation Report for Proficient Teacher</i> no sooner than three months before the end of my maintenance period | <input type="checkbox"/> |
| 8 | printed my <i>Professional Development Progress Report</i> and attached it to my report | <input type="checkbox"/> |
| 9 | discussed my report with my supervisor and principal | <input type="checkbox"/> |
| 10 | received a copy of the final decision to maintain accreditation from my Director, Public Schools NSW | <input type="checkbox"/> |
| 11 | if successful, begun the next maintenance cycle. | <input type="checkbox"/> |

Appendix 2B

Checklist for supervisors involved in the process of maintenance of accreditation at Proficient Teacher

I have:

- | | | |
|---|---|--------------------------|
| 1 | familiarised myself with BOSTES requirements in terms of professional development for maintenance of accreditation | <input type="checkbox"/> |
| 2 | planned and provided ongoing support to the accredited teacher in order for them to maintain proficient practice | <input type="checkbox"/> |
| 3 | encouraged the accredited teacher to participate in appropriate professional development | <input type="checkbox"/> |
| 4 | encouraged and supported the accredited teacher in using the online <i>Continuing Professional Development Participation Log</i> to enter professional development activities | <input type="checkbox"/> |
| 5 | encouraged and supported the accredited teacher to evaluate their completed professional development activities using the online <i>Continuing Professional Development Participation Log</i> | <input type="checkbox"/> |
| 6 | ensured the accredited teacher is informed of their responsibilities in completing their <i>Maintenance of Accreditation Report for Proficient Teacher</i> no sooner than three months before the end of the maintenance period | <input type="checkbox"/> |
| 7 | engaged in a professional discussion with the accredited teacher to facilitate the teacher's reflection on their practice | <input type="checkbox"/> |
| 8 | confirmed the completed report is given to the principal for a recommendation regarding the maintenance of accreditation | <input type="checkbox"/> |
| 9 | familiarised myself with the internal review process and the NSW Civil and Administrative Tribunal (NCAT) process. | <input type="checkbox"/> |

Appendix 2C

Checklist for principals involved in the process of maintenance of accreditation at Proficient Teacher

I have:

- | | | |
|---|--|--------------------------|
| 1 | familiarised myself with BOSTES requirements in terms of professional development for maintenance of accreditation | <input type="checkbox"/> |
| 2 | developed my understanding of Departmental procedures and my role in the maintenance of accreditation process for both permanent and casual teachers | <input type="checkbox"/> |
| 3 | assigned an experienced teacher as supervisor to support the accredited teacher | <input type="checkbox"/> |
| 4 | ensured effective whole school systems of communication about appropriate professional development opportunities are in place | <input type="checkbox"/> |
| 5 | encouraged accredited teachers and all staff to actively participate in appropriate professional development | <input type="checkbox"/> |
| 6 | ensured the accredited teacher's completion of continuing professional development activities is verified at the school level | <input type="checkbox"/> |
| 7 | discussed the <i>Maintenance of Accreditation Report for Proficient Teacher</i> 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 | <input type="checkbox"/> |
| 8 | verified the <i>Maintenance of Accreditation Report for Proficient Teacher</i> by checking the Professional Development Progress Report and signing section 1B on the final page of the report | <input type="checkbox"/> |
| 9 | emailed the report to the Director, Public Schools NSW for the final decision regarding maintenance of accreditation. | <input type="checkbox"/> |

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.

Appendix 2D

Checklist for Director, Public Schools NSW involved in the process of maintenance of accreditation at Proficient Teacher

I have:

- | | | |
|----|---|--------------------------|
| 1 | familiarised myself with BOSTES requirements in terms of professional development for maintenance of accreditation | <input type="checkbox"/> |
| 2 | familiarised myself with the BOSTES online database in order to verify accredited teachers' professional development during and at the end of their maintenance period | <input type="checkbox"/> |
| 3 | developed my understanding of my responsibilities in the maintenance of accreditation process | <input type="checkbox"/> |
| 4 | checked the principal has signed section 1B on the final page of the <i>Maintenance of Accreditation Report for Proficient Teacher</i> | <input type="checkbox"/> |
| 5 | checked the <i>Professional Development Progress Report</i> attached to the report and electronically verified the accredited teacher's minimum of 100 hours of continuing professional development is complete by using the BOSTES online database, if necessary | <input type="checkbox"/> |
| 6 | made the final maintenance of accreditation decision at section 2 or section 3 of the <i>Maintenance of Accreditation Report for Proficient Teacher</i> and forwarded to BOSTES | <input type="checkbox"/> |
| 7 | ensured the accreditation decision has been entered on the Department's personnel database | <input type="checkbox"/> |
| 8 | in cases when the teacher's accreditation has not been maintained, advised the teacher in writing of their access to the internal review process and the NSW Civil and Administrative Tribunal (NCAT) process | <input type="checkbox"/> |
| 9 | in cases where the decision is not to accredit advised BOSTES of the decision in writing | <input type="checkbox"/> |
| 10 | kept an endorsed copy of the report and sent the original to BOSTES | <input type="checkbox"/> |
| 11 | sent a copy of the endorsed report to the accredited teacher and the principal. | <input type="checkbox"/> |

Appendix 3

Principles for managing accreditation documents

The process of managing accreditation reports and forwarding them to BOSTES will involve the work of the Professional Standards and Accreditation Officers.

The process is streamlined from 2014 so that the *Principal's Report on a New Scheme Teacher (T1)* and the *Teacher Maintenance of Accreditation at Professional Competence Report (T2)* are no longer required. The only documents to be managed are those required by BOSTES.

Record dates of accreditation decisions on the Department's personnel database

The iSeries (AS400) personnel database is the key record for the Department as to the accreditation status of teachers. Dates for achievement of accreditation at Proficient Teacher, maintenance of accreditation at Proficient Teacher and dates of achievement and maintenance of higher level accreditation need to be recorded on each teacher's record on the iSeries personnel database.

Use the iSeries payroll and leave databases to check the service records of casual and temporary teachers

This step ensures that casual and temporary teachers have met the Department's service requirements for accreditation at Proficient Teacher. **Refer to section 4.6** of these procedures.

Record keeping

Keep a local record of receipt and movement of reports and evidence to assist with follow up queries. TAAs need to keep a copy of the report and evidence at least until the period of a possible appeal against the decision has elapsed (i.e. for 28 days).

Use email to circulate documents

Email is the recommended means of transferring accreditation reports and evidence between schools, administration officers and TAAs. Attach reports and evidence as PDF documents. Use the teacher's name in the title of emails to facilitate searching for a record of communication when queries arise.

Documents to BOSTES should continue to be sent using the existing processes in place. BOSTES will be introducing the facility to upload accreditation reports and evidence directly to its website.

Scan documents as efficiently as possible

Scanned evidence and annotations need to be legible when copied. Schools should be asked to resubmit evidence which is not legible. Teachers are advised to limit the volume of the evidence they submit. **See section 4.9.3** of these procedures.

Appendix 3 (continued)

Use of electronic signatures

Electronic signatures are acceptable on accreditation paperwork where schools and TAAs prefer their use.

Title PDF documents accurately

Consistent titling of documents assists BOSTES with the upload process and facilitates the storage of documents into the Department's TRIM record management system. The following title conventions are required to be used:

1. For accreditation reports

Surname – First name – BOSTES numberPTReport – DEC 7 digit ID number. Example:

Matthews – Mary – 223569PTReport – 1011121

2. For evidence to accompany accreditation reports

Surname – First name – BOSTES numberPTEvidence – DEC 7 digit ID number. Example:

Matthews – Mary – 223569PTEvidence – 1011121

3. For maintenance of accreditation reports

Surname – First name – BOSTES numberMPTReport – DEC 7 digit ID number. Example:

Matthews – Mary – 223569MPTReport – 1011121

4. For the Professional Development Progress report

Surname – First name – BOSTES numberMPTLog – DEC 7 digit ID number. Example:

Matthews – Mary – 223569MPTLog – 1011121