New Scheme Teacher Accreditation

Who are New Scheme Teachers?
- Any teacher employed for the first time in NSW after October 2004 in any capacity (permanent, casual, temporary)
- Any teacher who has not taught in any NSW school (public or private) for a period of 5 years or more and who has not sought official leave through the New South Wales Institute of Teachers (NSWIT) eg. taught overseas

Teaching Standards
- Teachers exit university at the level of Graduate Teacher (as described in the standards).
- National Professional Teaching Standards (for teachers commencing after October 2012) or the NSWIT Teaching Standards (for Casual/temporary teachers (beginning before October 2012 and finishing by 2014) are the reference point for all NSW teachers for confirmation of permanency, award of DEC Teacher’s Certificate and NSW Institute recognition of Proficient Teacher or Professional Competence.

Essential Documents
All NST’s and their supervisors should have copies of:
- Teaching standards
- Information for Teachers progressing to Proficient Teacher

Working Towards Accreditation
- DEC aligns the processes of confirmation of permanency, award of teacher’s certificate and accreditation at Proficient Teacher/Professional Competence.
- Permanent on Probation - Teachers appointed to full time permanent positions have four terms (1 year) to complete their accreditation at Proficient Teacher.
- Casual and temporary teachers have up to 5 years to attain teacher’s certificate and accreditation at Professional Competence/Proficient Teacher.

Permanent on Probation Teachers
- Term 1 - participate in the school-based induction program, access the First Time Teacher Toolkit, work with Supervisor to collaboratively plan for teaching and learning and professional learning, copies of relevant publications/guidelines eg Professional Teaching Standards, negotiate, plan for, and participate in teaching observations, team teaching and feedback discussions.

- Terms 2/3 - Collect teaching documents (eg lesson plans, programs, student work), continue to work with supervisor to collaboratively plan for teaching and learning and professional learning, seek feedback and advice from supervisors and colleagues in relation to professional learning strategies to improve teaching practice, signing and dating of written teaching documents.
Collecting evidence for Accreditation should have been an ongoing process. Gathering evidence can include:

- lesson plans/units of work
- behaviour management strategies documented
- notes from meetings/observations with your supervisors
- reports to parents/letters home
- student work samples
- Term 4 - continue negotiated teaching observations and feedback, continue to collect and refine teaching documents as supporting evidence if necessary, decide on documents to include as supporting documents with the accreditation report. Follow strict guidelines for the completion and submission of the accreditation report.
- The T1 Report completed. Copies of the documentation and the standards they meet given to your Supervisor to enable them to prepare a draft Accreditation Report. Documentation and draft Accreditation Report given to Principal for completion and sending away.

Casual and temporary teachers working towards Professional Competence/Proficient Teacher.

- Casual/temporary teachers should apply to the principal for support through the accreditation process.
- Casual teachers must work a minimum of 160-180 days teaching to be eligible to seek accreditation.
- This must include, in one school, a block equivalent to 1 term spread over not more than 5 terms eg,
  - 1 day per week for 5 terms
  - 3 days per week for 2 terms
  - 5 days per week for 1 term
- Casual and temporary teachers should maintain their own employment records (pay slips) to prove they have met minimum service requirements.
- This is particularly important when working across regions and/or systems.
- Casual/temporary NST's should be appointed a supervisor.

Support – As an NST you should

- Be assigned a supervisor
- Receive a school-based induction
- Be given the opportunity to view experienced teachers and have your own lessons viewed. Lesson observations should be followed by a collegial discussion with the supervisor or colleague performing the observation.
- Be given guidance and support in planning teaching programs
- Plan professional learning in consultation with supervisor based on school and personal needs (Professional learning plan should be developed)
Accreditation Process

- You are responsible for supporting your accreditation process.
- The process of demonstrating meeting the standards will be the basis for assessing your progress.
- School’s role is to support you in gaining your accreditation at Proficient Teacher / Professional Competence.

Accreditation at Proficient Teacher

Key Components of Your Application for Accreditation

- Principal’s Report – comment should focus on the achievement of all 7 standards; Recommend/not recommend.
- Accreditation Report – written by your supervisor. Comment not only on standard descriptors identified in your folio of evidence, but the achievement of a much wider range of descriptors.
- Collation of Evidence – Folio – 5-8 pieces of documentary evidence which meets all standards (suggested 14-15 standard descriptors)

T1 Reports

- Supervisors may draft reports for the Principal
- T1 report incorporates NSWIT Accreditation Report for Proficient Teacher
- Teacher’s full name should be used throughout the report
- Comments must indicate attainment of standards, not working towards
- In the NSWIT Accreditation Report section comments must cover the entire Standard although the supporting evidence will only address a number of standard descriptors from each standard.
- In the DEC section, the Principal’s comment must clearly cover each of the seven standards.
- The recommendation at the end MUST be correct. It varies for different categories of NST.

The T1 Report:

- Must be signed by both the Principal and teacher
- Must not be handwritten and must be an original
- should be professional in nature and reflect the language of the standards at Proficient Teacher/Professional Competence as described in NSWIT An Evidence Guide For Accreditation at Professional Competence / Evidence Guide Proficient Teacher
- should use the New Scheme Teacher’s full name (e.g. ‘Ms New Scheme’ within the comments)
- should focus explicitly on the New Scheme Teacher’s achievement of the standards at Proficient Teacher across all seven standards of the National Professional Teaching Standards
- may be drafted by the supervisor in consultation with the principal
- must make the appropriate recommendation/s on page 1
Collection of Evidence

In the process of collecting evidence it is strongly recommended that all collections of evidence include:

- Excerpts from lesson plans and/or programs (developed individually or collaboratively by the NST)
- Student work samples (with informed consent of the student)
- Other authentic documents may include:
  - Assessment tasks
  - Class rules, rewards, Personal Learning Plans, behaviour plans, excerpts from communication books
  - Homework tasks and records
  - Markbooks
  - Student reports, notes to parents
  - Course certificates or a list of professional learning engaged in (these should be annotated to show how professional learning has improved teaching practice)
  - If lesson observation feedback is included, the annotation should explain how the NST has responded to advice and improved teaching skills.

The collection of evidence should comprise only 5-8 pieces of well-chosen evidence

- Evidence must be on single-sided A4 pages only.
- ALL 7 standards MUST be covered but not every standard descriptor has to be covered (recommended 1-3 standards descriptors per standard)
- One piece of evidence may cover several standards and several standard descriptors
- An overview page describing evidence and elements is required.
- Each piece of evidence must show the standards covered and must be annotated to explain the link between the evidence and standards.
- Ensure that all reference to the School (name, address, phone/email address, teaching staff (except your own) and students is deleted
Annotations

- should have a structure which assists the Administrative Officer/Director to read, understand and navigate
- are explanatory notes written on the supporting evidence to make explicit the link between the teacher’s practice and the standards - simply writing the number of the standard is not sufficient.
- should reflect the language of the standard (rather than quote the standard verbatim)
- should put each piece of supporting evidence in the context of the New Scheme Teacher’s work within the school.
- should describe how the New Scheme Teacher has used their professional knowledge in planning for effective learning and should indicate insight into progress toward student learning goals.
- may be typed or handwritten, but it is preferred that they are typed.

Requirements

- Each page should contain NST’s full name, NSWIT number and page count eg, 1/10 etc
- Begin page count, signatures etc, on the evidence overview page.
- Each page must be signed and dated on the bottom right-hand corner by NST, supervisor and Principal.
- School stamp must appear on the back of each page, bottom right-hand corner.
- Collection must not be stapled or bound. It should be submitted in a plastic sleeve.

Signature and Dating

- You can use more than 1 page for a document
- eg: a program but
  - not expected the whole program would be provided but several pages only
  - each page of the document must be on a separate page
- For your annotations the usual method is to place the text box on the document.
- However, your text box or text boxes for a particular document may be put on a separate page, following the document - clearly labelled to show the document it belongs to. This would most likely only apply where there is a large number of standards linked to the document.
- One text box may be used to provide an annotation for a number of standard descriptors.
The usual labelling would apply - Document Number/Name, Teacher Name, Accreditation Number on the page as well as NST/Supervisor/Principal signature at the bottom of the page and school stamp on the back.

When using a sample of marked student work it would be expected that you have the student’s permission as a courtesy. You do not need a formal student consent note.

What happens to your report?

- Principal submits the reports, together with collection of evidence, to Director of Public Education (DOP) through Maureen Smith, Team Leader Administration, Regional Office, 1A Wentworth Road, Broken Hill, NSW, 2880 (PH: 08 8082 5717).
- The administrative requirements are checked eg, correct report and recommendations, collection of evidence attached, evidenced, signed, dated, stamped etc.
- Checking to ensure compliance with NSWIT, DEC and regional requirements.
- Reports/collections of evidence may be returned to have administrative or qualitative issues addressed.
- You will be provided with specific information on issues to be addressed.
- Once the report and collection of evidence meet requirements, they are forwarded to the Director for:
  - Final detailed examination,
  - Ratification of Principal’s recommendation
  - Completion of documentation and administrative processes.

Final Step

Following DOP’s examination and acceptance of the report and evidence

- The Principals Report is forwarded to the DEC, resulting in the award of your teacher certificate (and confirmation of your permanent appointment if applicable)
- The Accreditation Report and collection of evidence is forwarded to the NSWIT for examination of evidence to meet the standards. If successful it will result in recognition of accreditation at Professional Competence/Proficient Teacher.