

NSW
Institute of
Teachers



MAINTENANCE OF ACCREDITATION AT THE PROFICIENT TEACHER LEVEL

INFORMATION FOR TEACHERS

**YOUR CONTINUING PROFESSIONAL DEVELOPMENT
YOUR MAINTENANCE OF ACCREDITATION REPORT**

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A. Maintaining Accreditation at the level of Proficient Teacher

What does it mean to be accredited at the level of Proficient Teacher?

Accreditation at the Proficient Teacher level means that you have demonstrated successful teaching practice. You have met the standard descriptors for the Proficient Teacher level.

This means that you can effectively monitor, evaluate and plan for learning. You are also able to tailor teaching programs to meet the needs of individuals and groups within the class.

You have a record of effective and ongoing professional learning. You work collegially in teams to further improve professional practice.

You take responsibility for identifying the learning needs that will best match your career development and then apply these constructively in your place of work.

You are a productive member of a school and its broader community and interact effectively with those involved.

How do I maintain accreditation at the Proficient Teacher level?

It is the professional responsibility of the accredited teacher to maintain and develop their practice. Now that you are accredited at the Proficient Teacher level, you are to maintain the Proficient Teacher level accreditation by:

- Demonstrating ongoing competent teaching practice
- Undertaking structured ongoing professional development to support your professional learning and maintain your practice.

Additionally, the *Institute of Teachers Act 2004* requires that the annual fee is paid as a condition of accreditation.

Demonstrating ongoing competent teaching practice will involve monitoring and evaluating your own practice against the standard descriptors over the maintenance of accreditation period and completing a report. The maintenance of accreditation period is explained on page 8.

To access the proforma for the *Maintenance of Accreditation Report at the Proficient Teacher level* go to <http://www.nswteachers.nsw.edu.au/Main-Professional-Teaching-Standards/national-professional-standards-for-teachers/>

A copy of the report is on the following page.

The report should be completed and provided to your teacher accreditation authority (TAA) or their delegate (generally your principal) three months before the end of the Proficient Teacher level maintenance period.

The report will need to be verified by your TAA or their delegate, usually the principal. The TAA will sign the report, and then provide a copy to you and the Institute of Teachers.



FOR NSW TEACHERS FINALISING MAINTENANCE OF ACCREDITATION – PROFICIENT TEACHER - USING THE NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS

BEFORE SUBMITTING THE MAINTENANCE OF ACCREDITATION REPORT FOR PROFICIENT TEACHER

The teacher and school should ensure:

- The teacher writes the maintenance report (in the first person) to demonstrate how his/her teaching practice continues to meet the National Professional Standards at Proficient Teacher. They sign and date the report (Section 1A)
- The teacher has attached the Professional Development Progress Report indicating that all professional development requirements have been met
- The teacher has no outstanding accreditation fees
- The school's TAA or TAA delegate verifies the accuracy of the teacher's Maintenance Report and the completion of the professional development requirements (Section 1B)
- The teacher and school each retain a copy of these reports
- The completed report package is forwarded to the TAA for the teacher's school, not directly to the Institute

Teachers can check their fee balance and locate their Institute number by logging in to their online account at www.nswteachers.nsw.edu.au

The teacher accreditation authority (TAA):

- The Teacher Accreditation Authority (TAA) makes a decision that the teacher has maintained their teaching practice at the Standards for Proficient Teacher and continues to be accredited (Section 2 or 3)



MAINTENANCE OF ACCREDITATION REPORT FOR PROFICIENT TEACHER

PLEASE COMPLETE ALL THE FOLLOWING INFORMATION:

Teacher's Full Name: _____		Date of Birth: _____	
Institute Number: _____			
Employment:	<input type="checkbox"/> Full Time	<input type="checkbox"/> Part Time	<input type="checkbox"/> Casual
Are you Permanent?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Name of School: _____	Suburb/Town : _____		
Home Address: _____			
Postal Address: _____ <i>(if different)</i>			
Email: _____	Home Phone: _____	Mobile: _____	
Date Maintenance Period Commences: _____	Date Maintenance Period Concludes: _____		

THE PROFICIENT TEACHER'S REPORT:

STANDARD 1 - KNOW STUDENTS AND HOW THEY LEARN
Statement

STANDARD 2 - KNOW THE CONTENT AND HOW TO TEACH IT

Statement

STANDARD 3 - PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Statement

STANDARD 4 - CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Statement

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Statement

STANDARD 6 - ENGAGE IN PROFESSIONAL LEARNING

Statement

STANDARD 7 - ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

Statement

SECTION 1A THE TEACHER'S DECLARATION AND SIGNATURE

I _____ declare that the Maintenance of Accreditation Report
at _____
(please print your name)

Proficient Teacher is an accurate account of my work.

Signature: _____ Date: _____

SECTION 1B THE TAA OR DELEGATE'S VERIFICATION OF REPORT AND PD REQUIREMENT

I verify that this report is an accurate account of the teaching practice
of _____
(please print accredited teacher's full name)

against the Standards at Proficient Teacher, and that he/she has met the professional development requirements.

Teacher Accreditation Authority or
Delegate's Full Name: _____

Position Title: _____

Signature: _____ Date: _____

THE TEACHER ACCREDITATION AUTHORITY (TAA) MUST COMPLETE AND SIGN SECTION 2 OR SECTION 3.

SECTION 2 TAA: IF THE TEACHER MEETS REQUIREMENTS FOR MAINTENANCE OF ACCREDITATION

As the Teacher Accreditation Authority, I determine
that _____
(please print accredited teacher's full name)

meets the Institute of Teachers' requirements for maintenance of accreditation at Proficient Teacher.

Teacher Accreditation Authority's Full
Name: _____

Position Title: _____

Organisation/School: _____

Location/Area: _____

Teacher Accreditation Authority's
Signature: _____ Date: _____

SECTION 3 TAA: IF THE TEACHER DOES NOT MEET REQUIREMENTS FOR MAINTENANCE OF ACCREDITATION

As the Teacher Accreditation Authority, I determine
that _____
(please print accredited teacher's full name)

does not meet the Institute of Teachers' requirements for accreditation at Proficient Teacher.

Teacher Accreditation Authority's Full
Name: _____

Position Title: _____

Organisation/School: _____

Location/Area: _____

Teacher Accreditation Authority's
Signature: _____ Date: _____

If a teacher does not meet the requirements, the TAA will then take initial steps for revocation of the teacher's accreditation specified under the relevant policy.

What is the maintenance of accreditation at the Proficient Teacher level period?

If you are a full time teacher you will need to complete maintenance of accreditation requirements every five years in order to maintain your accreditation at the Proficient Teacher level. This is called the maintenance of accreditation period.

If you are a casual or part-time teacher, you will need to complete the requirements every seven years in order to maintain your accreditation.

If you change your employment arrangements you will need to inform the Institute. Employment arrangements are defined as full-time teaching, part-time teaching and casual teaching.

The length of your maintenance of accreditation period will change if your employment arrangements change.

Provision is also made for teachers in special circumstances such as being on maternity leave or sick leave.

When you complete the maintenance of accreditation period a new maintenance of accreditation period commences.

A flowchart outlining the maintenance of accreditation process is available on page 10.

B. Institute Policies Supporting the Maintenance of Accreditation at the Proficient Teacher level

What Institute of Teachers' policies apply to the maintenance of accreditation at the Proficient Teacher level?

The Institute has developed five policies that are relevant to supporting your maintenance of accreditation at the Proficient Teacher level.

These policies are located on the Institute's website. (www.nswteachers.nsw.edu.au) and are listed in the table below. The table also indicates the locations of the policies on the website.

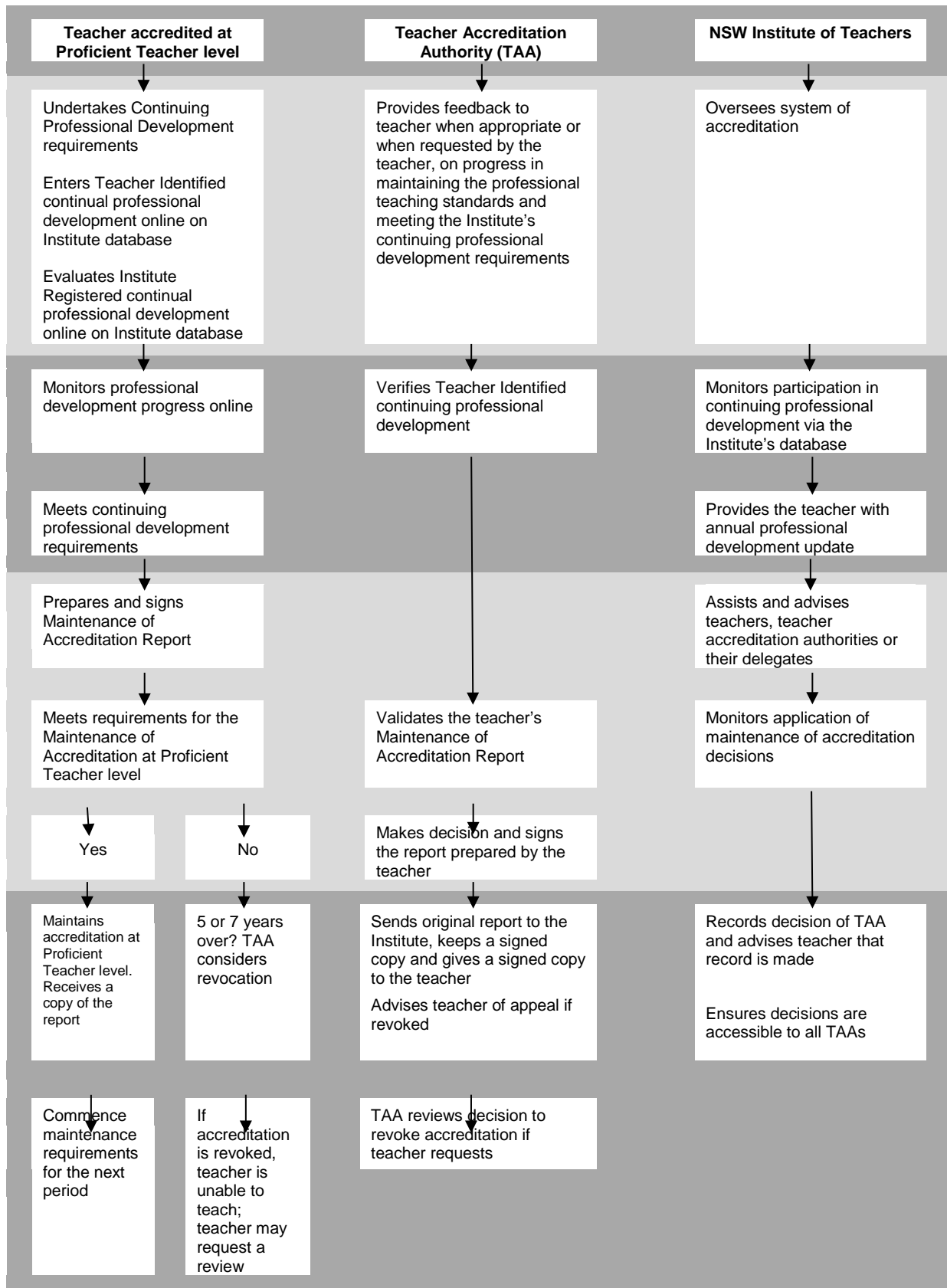
Institute of Teachers' website: www.nswteachers.nsw.edu.au.

Policy	Website location
<i>Policy for the Maintenance of Accreditation at the Level of Proficient Teacher</i>	Accreditation - Policies and Manual / Accreditation Policies
<i>Continuing Professional Development Policy – Supporting the Maintenance of Accreditation at the Level of Proficient Teacher</i>	Continuing Professional Development / Policies
<i>Teacher Identified Continuing Professional Development Policy</i>	Continuing Professional Development / Policies
<i>The Undergraduate Studies and Postgraduate Studies Policy: Supporting the Maintenance of Accreditation at the Level of Proficient Teacher</i>	Continuing Professional Development / Policies
<i>Policy for Leave of Absence from Accreditation</i>	Accreditation - Policies and Manual / Leave of Absence

These policies align participation in continuing professional development to your career path – enabling you to make informed decisions about your own learning.

The policies also support the development of high quality programs and courses designed to improve student learning.

FLOWCHART OF THE PROCESS FOR THE MAINTENANCE OF ACCREDITATION AT THE LEVEL OF PROFICIENT TEACHER



The process for maintenance of accreditation at the level of Proficient Teacher will recommence when each period is completed.

C. Continuing Professional Development Supporting the Maintenance of Accreditation at the Proficient Teacher level

Professional development strengthens your knowledge base and supports your commitment to effective classroom learning and communication. It allows you to build and refresh your skills on an ongoing basis and participate actively in your career development. Quality professional development supports your accreditation by giving you the opportunity to demonstrate professional learning through your classroom practice.

Professional development also supports you to maintain your accreditation at the Proficient Teacher level.

This booklet provides you with advice about professional development that supports your maintenance of accreditation at the Proficient Teacher level.

What is the difference between professional development and professional learning?

Professional development is an activity, experience or process that provides an opportunity for professional learning.

Professional learning is the growth of your expertise as a teacher. It is demonstrated through your professional practice.

D. Continuing Professional Development Requirements

How much professional development do I need to complete in order to meet the maintenance of accreditation at the Proficient Teacher level requirements?

One hundred hours of continuing professional development are required during each maintenance of accreditation period. This comprises at least fifty hours of Institute Registered professional development and fifty hours of either Institute Registered professional development or Teacher Identified professional development or a combination of both. More information on how to differentiate Institute Registered and Teacher Identified professional development is on pages 12-17.

The professional development must be recorded on the Institute's online database.

Teachers, should they desire, are able to record professional development beyond the required one hundred hours if they undertake more professional development.

How do I address the Professional Teaching Standards through my continuing professional development?

The one hundred hours of professional development must address:

- all the standard descriptors in Standard 6 of the Australian Professional Standards for Teachers (Engage in professional learning)
- at least one standard descriptor in each of the remaining standards in the Australian Professional Standards for Teachers
- either the standard descriptors for Proficient or Highly Accomplished or Lead.

What types of continuing professional development can I undertake to support the maintenance of accreditation at the Proficient Teacher level?

There are three broad types of professional development that are available to you to meet the maintenance of accreditation requirements. You can:

- complete at least fifty hours of Institute Registered professional development and fifty hours of either Institute Registered professional development and/or Teacher Identified professional development or;
- undertake undergraduate studies or;
- undertake postgraduate studies.

You could complete your professional development requirements by undertaking one of the three options for professional development. You could also combine two or all of the above options to complete the requirements.

Each of the above options are clarified in the following sections of this booklet.

What happens if I am unable to complete the professional development requirements?

Teacher accreditation authorities can revoke your accreditation if you fail to meet the continuing professional development requirements.

Teachers should contact their teacher accreditation authority and the Institute for advice if they are experiencing difficulties completing the professional development requirements.

E. Institute Registered Continuing Professional Development

What is Institute Registered Continuing Professional Development?

This comprises Institute Registered courses and programs that can only be provided by Institute endorsed continuing professional development providers.

Institute Registered continuing professional development has been mapped to the Professional Teaching Standards at the Proficient Teacher level or the Highly Accomplished Teacher level or the Lead Teacher level.

These courses and programs are listed on the Institute's Professional Development Register. The register can be accessed by logging in through the *My Account* section of the Institute's website www.nswteachers.nsw.edu.au.

The register includes information about the course/program content, the standard descriptors addressed, course availability, venue locations and duration. You will also find links to the websites of continuing professional development providers.

When activities are limited to specific groups, this information will be highlighted through the description of the course on the Institute's online professional development register.

Institute of Teachers endorsed providers place their scope of endorsement statement and the Institute logo on promotional material for their registered courses and programs.

An example of a provider scope of endorsement statement:



Provider XYZ - NSW Institute of Teachers' endorsed provider of Institute Registered professional development for the maintenance of accreditation at Proficient Teacher/Professional Competence

Scope of Endorsement

All Standards of the National Professional Standards for Teachers at the level of Proficient Teacher
All Elements of the NSW Professional Teaching Standards at the level of Professional Competence

The scope of endorsement will provide you with information about the standards and, in some cases, learning areas or titles of courses and/or programs that the provider has been endorsed to provide.

Institute endorsed providers determine the courses and programs they wish to register. They may choose not to register some of their courses and programs. Institute endorsed providers are not required to register all their professional development activities.

In the case of conferences, providers may register the whole conference or they may register each day of the conference separately or they can register individual workshops.

Where providers register individual conference workshops they will identify the Institute Registered workshops with the words *Institute Registered*. Providers may choose not to register all workshops offered during a conference.

Where a provider identifies the standard descriptors that align to their course or program and does not identify that course or program as Institute Registered, then the professional development will be Teacher Identified professional development.

Providers are continually adding new courses, programs and sessions to the registered professional development list.

Teachers are encouraged to check the Professional Development Register on the Institute's website before they attend courses and programs. This is the Institute's official listing of registered courses and programs.

How is a record kept of my Institute Registered professional development?

Once you have completed any Institute Registered continuing professional development course or program, you will be required to record your participation and complete an online evaluation via the *My Account* section of the Institute's website (www.nswteachers.nsw.edu.au.) The provider is required to validate your participation on your account within one month of the professional development session being completed.

The evaluation gives you the opportunity to assess the quality of learning and its effectiveness in meeting the standard descriptors.

To help you consider the impact that any course has on teaching and learning, you will have **three months** to complete the evaluation (the website facility allows you to save your evaluations and fill out sections over time).

Evaluation is an essential tool to ensure the development and delivery of high quality continuing professional development. Individual evaluations of the registered courses and programs by teachers will be kept confidential. Providers will receive summaries of data from teachers' evaluations.

This will help the Institute gauge the overall quality of the courses and programs, as well as help providers better target their content and delivery.

Most importantly, it will ensure your participation in quality learning experiences helps to strengthen your standing as a proficient teacher.

The Institute database will only display your participation in the course or program as complete once you have filled out the online evaluation. This is matched with the records of participation supplied by the provider of your course or program.

F. Teacher Identified Continuing Professional Development

What is Teacher Identified Continuing Professional Development?

Teacher Identified professional development is professional development that has not been registered by the Institute. It may include conferences, workshops, forums, courses, observing colleagues' classes, in-house training, research, delivery of professional development, preparation of articles published in professional journals and working with industry. You will be required to undertake a variety of these activities.

Teacher Identified continuing professional development can be offered by either endorsed providers or other providers who have not been endorsed by the Institute. This type of professional development can be developed by schools and teacher networks at a local level. Teacher Identified professional development may also be found through promotional material sent to you or your school, through your employer, or through professional journals or through professional organisations.

You will not find this type of continuing professional development listed on the Institute's website.

You will need to differentiate between professional development and work. Please see the scenarios on page 15-16.

Teacher Identified activities need to be recorded on your professional development log on the Institute's online database. The participation and completion must be validated online by the teacher accreditation authority or delegate. In most cases the teacher accreditation authority is your employer.

Examples of scenarios that will help you differentiate between Institute Registered professional development and Teacher Identified professional development are provided below.

	Scenario	Comments	Is the activity a Continuing Professional Development for the purposes of maintenance of accreditation?	Type of CPD Institute Registered or Teacher Identified
1	A School Development Day conducted by an education consultant who is an endorsed provider with the NSW Institute of Teachers. The course is registered with the Institute but the consultant is doing it as a 'one off' for the school, outside the normal scheduling for the course.	The school's session is listed on the Institute's online Registered Professional Development database.	Yes	Institute Registered
2	An endorsed provider has arranged for a consultant to provide a workshop on literacy strategies to support students of Stage 3 English. One of the participants arranges for the consultant to provide the same workshop at the participant's school. This workshop is not arranged through the endorsed provider.		Yes	Teacher Identified
3	A series of network meetings for teachers of ICT where strategies and best practice are shared. While the dates for the meetings are advertised in the in-service book made available to local schools, the focus for meetings is determined on a needs basis throughout the year.	These meetings are not listed on the Institute's online Registered Professional Development database.	Yes	Teacher Identified
4	A teacher reads the Mathematics Years 7-10 Syllabus.	Considered part of your work	No	Not applicable
5	Teacher interview with a student's parent regarding the student's learning progress	Considered part of your work	No	Not applicable
6	Teacher takes her Year 12 Modern History class to a student study day.	Considered part of your work. Teacher has a duty of care to students	No	Not applicable
7	A teacher reads a professional teaching journal on the teaching of writing.		Yes	Teacher Identified
8	A teacher completes a reflection activity on the effectiveness of the feedback provided to their students.		Yes	Teacher Identified
9	In-class support with Literacy Consultant focusing on strategies for teaching literacy specified in the school's strategic plan.		Yes	Teacher Identified
10	HSC pilot marking, NAPLAN pilot marking, etc., marking workshops.		Yes	If registered, Institute Registered If not registered Teacher Identified

	Scenario	Comments	Is the activity a Continuing Professional Development for the purposes of maintenance of accreditation?	Type of CPD Institute Registered or Teacher Identified
11	A specific action learning or research project developed in line with school priorities with a university or organisation that is an endorsed provider.	This will depend on whether the project has been registered as Institute Registered professional development or whether the project is a course within undergraduate or postgraduate studies	Yes	If registered, Institute Registered If not registered and not part of undergraduate or postgraduate studies, Teacher Identified If undergraduate or postgraduate studies, will be recognised as such
12	A school development day where a workshop is presented after which the teachers spend the rest of the day in faculty meetings, planning units of work.	Application of knowledge to unit planning. Professional growth of teachers through learning is distinguished from the work of teachers	Yes for the workshop. No for the faculty planning session (unless the planning session is a planned follow-up from the workshop).	If registered, Institute Registered If not registered, Teacher Identified
13	Participation in accredited coaching and sport programs that have been endorsed through the Australian Sports Commission related to your role in the school and addresses Board of Studies outcomes or the Standards.	The programs are not registered with the Institute.	Yes	Teacher Identified
14	As part of a school project and with the approval of the Principal, a teacher conducts a survey of parents' needs of the school. This data is presented to staff by the teacher as coordinator of the project. A teacher gives and fields recommendations, and consequently develops an action plan.		Yes	Teacher Identified
15	A workshop supporting teachers implementing the International Baccalaureate in their school that also addresses Board of Studies' Syllabus outcomes and or the Standards.	The course cannot be used for the purposes of maintenance of accreditation where the course does not address Board of Studies' Syllabus outcomes or where the course does not address the standard descriptors.	Yes, if the course addresses Board of Studies' Syllabus outcomes or if the course addresses the standard descriptors.	If registered, Institute Registered If not registered and not part of undergraduate or postgraduate studies, Teacher Identified If undergraduate or postgraduate studies, will be recognised as such

How is a record kept of Teacher Identified Continuing Professional Development?

You will need to record your involvement online via the Institute's *Continuing Professional Development Participation Log* (using your username and security password).

Teacher accreditation authorities or delegates will validate your participation in Teacher Identified continuing professional development activities.

Who is my teacher accreditation authority?

A teacher accreditation authority is a person or body authorised to determine if a teacher meets the requirements for accreditation at any level of the National Professional Standards for Teachers.

Each school in NSW has a teacher accreditation authority. In government schools the teacher accreditation authority at the Proficient Teacher level is the local school education director. Teachers working in government schools should ask the school principal for this information.

In Catholic systemic schools, the teacher accreditation authority is usually the Director of Schools in the Diocese. Teachers working in Catholic systemic schools should ask the school principal for this information.

The teacher accreditation authority in independent schools is usually the principal or head of school.

While a teacher accreditation authority is responsible for determining accreditation decisions, a number of other staff may have delegated roles and responsibilities in the process, including other teachers, supervising teachers and principals (where the principal is not the teacher accreditation authority).

For full-time teachers who are working in one particular school their teacher accreditation authority is clearly identified. However, many casual or part-time teachers will be working across schools in different regions, dioceses or sectors. These schools have different teacher accreditation authorities, and therefore casual teachers' teacher accreditation authorities are not so clearly identified.

In such cases, teachers should consult the teacher accreditation authority associated with the school in which they do most of their teaching.

What do I record as my Teacher Identified professional development?

You will need to record all Teacher Identified activities in your professional development log.

You will need to make the connection between the content of Teacher Identified professional development and the standard descriptors. This connection should articulate the way in which your participation in the activity has contributed to your on-going development across the standard descriptors. You will need to write about each activity in the professional development log to articulate the connections.

You will need to make clear how the activity has made a direct contribution to your understanding and application of the Standards. This differentiates Teacher Identified professional development from the development that occurs through your professional practice and reflection. This type of activity is often incidental to professional obligations such as lesson preparation.

You will be able to track and record your hours of participation in Teacher Identified professional development on the online participation log. Your participation and completion

must be validated online by your teacher accreditation authority or their delegate as contributing to your Teacher Identified professional development.

The confirmation of your participation in Teacher Identified professional development by you and your teacher accreditation authority or delegate allows for professional discussions to take place about your professional learning. These discussions should provide opportunities for the recognition of the professional growth that has occurred as a result of you participating in continuing professional development.

G. Undergraduate and Postgraduate Studies

Will further undergraduate studies and or postgraduate studies count towards my maintenance of accreditation at level of Proficient Teacher?

If you are undertaking additional undergraduate studies and or postgraduate studies during your maintenance of accreditation period, you can have these studies count toward your professional development requirements.

If you undertake undergraduate or postgraduate work during the maintenance of accreditation period, you may not need to complete additional professional development, as long as you have completed the minimum number of hours and the area of undergraduate or postgraduate study is directly relevant to the Australian Professional Standards for Teachers or your area of teaching or future area of teaching.

What undergraduate studies will count towards the professional development requirements?

Undergraduate studies can comprise either units within a degree or full degree programs. You are not required to have previously undertaken university study in that area. The undergraduate study is in addition to previous undergraduate degrees that you have already received.

The undergraduate study will need to be directly relevant to the Australian Professional Standards for Teachers and your area of teaching, or future area of teaching if you are retraining.

The study you undertake will need to be relevant to the standard descriptors in a significant manner. You will need to make the case for the relevance of the study to the Australian Professional Standards for Teachers.

The study should support you to maintain or further develop your knowledge, skills and understandings against the standard descriptors.

You will also need to make the case for the relevance of the undergraduate study to your area of teaching or future area of teaching through your application. The application form is available through the *Continuing Professional Development / Teachers* section of the Institute's website (www.nswteachers.nsw.edu.au).

For this purpose, undergraduate studies are defined as those delivered by a university or other self-accrediting and non-self-accrediting higher education institution within Categories II and III of the Australian Qualifications Framework register that offer courses and programs for teachers that contribute to accredited higher education qualifications.

What postgraduate studies will count towards the professional development requirements?

Postgraduate studies for the purposes of maintenance of accreditation at the Proficient Teacher level are units within a postgraduate degree program requiring teachers to have completed a degree program in a related area.

Teachers completing a postgraduate program may be awarded a Graduate Certificate, a Graduate Diploma, a Masters Degree or a Doctoral Degree.

For this purpose, postgraduate studies are defined as those delivered by universities and other self-accrediting and non-self-accrediting higher education institutions within Categories II and III of the Australian Qualifications Framework register that offer courses and programs for teachers that contribute to accredited higher education qualifications.

The postgraduate study will need to be directly relevant to the Australian Professional Standards for Teachers and the area of your teaching, or future area of teaching if you are retraining.

The postgraduate study will need to directly address at least one standard descriptor. You will need to make the case for the relevance of the study to the Australian Professional Standards for Teachers.

The study will need to be relevant to the standard descriptors in a significant manner. The study should support you to maintain or further develop your knowledge, skills and understandings against the standard descriptors.

You will also need to make the case for the relevance of the postgraduate study to your area of teaching or future area of teaching through your application. The application form is available through the *Continuing Professional Development/Proficient Teacher* Professional Development section of the Institute's website (www.nswteachers.nsw.edu.au).

What is meant by relevance of the undergraduate or postgraduate studies to areas of teaching or future areas of teaching where a teacher is retraining?

Relevance to teaching for the purposes of maintaining accreditation at the Proficient Teacher level means that your study directly contributes to your professional knowledge, professional practice and professional commitment.

Some ways that such study is relevant to areas of teaching are:

- knowledge required by the standard descriptors (such as curriculum areas; assessment; reporting; literacy);
- teaching contexts and activities which further your knowledge, skills and understandings;
- the way students learn;
- effective communication in the classroom;
- classroom management skills;
- teacher professional learning that improves professional knowledge and professional practice;
- communicating with parents and engaging with parents in the educative process.

Where the study is undertaken for the purpose of retraining for a future area of teaching (i.e. out of your current subject field) you will need to meet the Institute's subject content

requirements for teaching in a NSW primary or secondary school. These requirements can be found on the Institute's website (www.nswteachers.nsw.edu.au) in the *Teaching in NSW* section.

You should also consult your employer regarding any requirements they may have beyond the Institute's requirements.

Relevance to your areas of teaching or future areas of teaching will need to be demonstrated by you through the application process.

How do I apply to have my undergraduate or postgraduate studies count towards my maintenance of accreditation?

You will need to complete the undergraduate and postgraduate study application form. The application form is available on the Institute's website (www.nswteachers.nsw.edu.au) in the *Continuing Professional Development – Proficient Teacher* section.

You can apply to the Institute for confirmation that the study will be recognised before you undertake the study. This will give you the security that your study will be recognised when successfully completed.

Alternatively, you can apply to the Institute for confirmation that the study will be recognised after the commencement of your study.

You will need to have your teacher accreditation authority or their delegate sign your application form for the recognition of your undergraduate and or postgraduate studies.

The completed application form will need to be submitted to the NSW Institute of Teachers.

What do I need to do once the undergraduate and/or postgraduate studies are approved?

Once approved, you will need to submit proof of enrolment and successful completion of subjects and programs on an annual basis to the NSW Institute of Teachers. Certified documents such as official verification of enrolment and academic transcripts issued by the institution must be provided.

Certification will need to be by either a representative of the institution where the study is undertaken; a Justice of the Peace; or a teacher accreditation authority or delegate.

The Institute will record your participation in these studies on the online database.

H. Leave of Absence

What if I need to take leave of absence from the maintenance of my accreditation at the level of Proficient Teacher?

As a teacher who has been accredited at the Proficient Teacher level you may apply for leave of absence from maintenance of accreditation. Leave of absence may be granted to you if you are unable to teach owing to, for example:

- a. family responsibilities (e.g. maternity leave, child rearing and carer's responsibilities);
- b. illness or misadventure;
- c. travelling;
- d. teaching overseas;
- e. teaching interstate;
- f. being on study leave;
- g. employment in another occupation.

You may apply in writing to the Institute for leave of absence from your accreditation. Documentation relating to the reason for leave may also be required.

Leave of absence will be granted for periods away from teaching of six months to five years.

Lengthy periods of absence will require the teacher accreditation authority to support the teacher in the maintenance of their professional knowledge and practice at the Proficient Teacher level.

The application for leave of absence is to include a declaration by you that you will not teach in a NSW school while on leave of absence.

The *Leave of Absence Application Form* can be found on the Institute's website (www.nswteachers.nsw.edu.au) in the *Accreditation - Policies and Manual / Leave of Absence* section.

What are the implications of taking leave of absence for accreditation at Professional Competence?

You will be able to continue the full maintenance of accreditation requirements upon returning to teaching. The maintenance period re-commences at the point of returning to teaching.

Can continuing professional development undertaken during leave of absence be recognised?

In circumstances where you have undertaken further teaching experience and or continuing professional development outside of NSW, during the period of approved leave of absence, applications may be made to the Institute to have your professional development and teaching practice recognised.

The application for *Recognition of Teaching Practice and Professional Development outside of NSW* is available on the Institute's website (www.nswteachers.nsw.edu.au) in the *Continuing Professional Development/Teachers* section.

Approvals will be based on the capacity of the professional development to address the Professional Teaching Standards.

If the Institute approves the application, the professional development hours may be recognised across both Institute Registered and Teacher Identified continuing professional development.

What if I am undertaking undergraduate and or postgraduate study during leave of absence from the maintenance of accreditation at Professional Competence?

In circumstances where you are undertaking undergraduate or postgraduate studies during a period of approved leave of absence, applications may be made to the Institute of Teachers to have the study recognised.

The application for *Recognition of Professional Development during an Approved Period of Leave of Absence* is available on the Institute's website (www.nswteachers.nsw.edu.au) in the *Continuing Professional Development/Teachers* section.

Approvals will be based on you providing proof of enrolment and successful completion of study. The study should have direct relevance to the National Professional Standards for Teachers, the areas of teaching or future areas of teaching if you are retraining.