

Support Documents

Completing the Accreditation Report

The following advice is in two parts: advice for Teacher Accreditation Authorities completing their Accreditation Reports and advice for new scheme teachers annotating their documentation.

Advice for writing the Accreditation Reports

The first section of this information provides advice with regard to the use of language in the Accreditation Report. It also includes examples based on some reports of new scheme teachers. These examples can be used by Teacher Accreditation Authorities to guide their understanding of the type of language to be used in the Accreditation Reports.

The reports illustrate three beginning teacher scenarios, and describe teachers who work across varied educational contexts. The reports themselves are all fictional, but have been drawn from people, experiences and evidence encountered in real school contexts.

Advice for annotating the new scheme teacher's documentation

The second part of this information provides advice for new scheme teachers and Teacher Accreditation Authorities with regard to the annotation of evidence. Included are examples of documentary evidence that could be submitted by new scheme teachers as well as examples of the annotations that are required for that evidence.

The examples are excerpts from two units of work. They do not comprise the entire evidence to be submitted (there are no student work samples for example), but rather they are a sample to give new scheme teachers an indication of how the evidence can be annotated and how achievement of the standards can be demonstrated.

This section also includes some advice with regard to the style and content of annotations to be written by the new scheme teacher.

The Institute of Teachers would like to acknowledge the generous contribution of many practising class teachers and executive staff whose experiences and advice were invaluable in the compilation of this material.

Completing the Accreditation Report

The Accreditation Report

Introduction

The Accreditation Report should clearly describe the evidence that has been used to accredit the teacher.

The Report does not need to include the steps undertaken by the new scheme teacher to achieve accreditation. Rather, the Report needs to describe how the teacher meets the standards at the time of the accreditation decision.

The Evidence Guide in the Accreditation Manual provides useful descriptions of competent teaching that can be used in the Accreditation Report. Use the language in the Evidence Guide when the evidence of the new scheme teacher's practice aligns with the evidence described.

The following list provides some useful tips for completing the Accreditation Report:

Use the language in the Evidence Guide when it aligns with the teacher's performance

Example of appropriate comment	Avoid
Rebecca can apply content knowledge to current and relevant syllabuses and BOS documents. She ensures teaching and learning programs comply with those syllabuses and can develop a variety of learning activities based on the content.	Rebecca's approach to lesson design is intelligent and sound.

All comments should be focussed and specific and address evidence of achievement against the standards

Example of appropriate comment	Avoid
Max implements activities that are age, stage or developmentally appropriate	Max seems to know his students well and they appear to enjoy his lessons.

The comments should reflect the appropriate level of responsibility for a new scheme teacher. That is, if they are achieving more than the standards, that does not need to be included in the Report

Example of appropriate comment	Avoid
Sarah conducts all meetings with parents/caregivers in a professional manner. She keeps accurate student records and communicates to parents/caregivers about their child in a sensitive and constructive manner.	Sarah was responsible for organising the school's response to the Tsunami Appeal.

Evidence describing how the new scheme teacher meets the standards should be described from the general to the specific. That is, specific examples can illustrate the capacity of the new scheme teachers to meet the standards but a single example can be too specific and narrow.

Example of appropriate comment	Avoid
All Angelo's formal and informal communication with parents is professional and sensitive to their time and lifestyle commitments.	Angelo provided excellent written and verbal feedback to Casey's parents at parent/teacher night.

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Use language that is economical enough to describe how the teacher meets the standards. The Reports need to focus on how the teacher meets the standards rather than how well the teacher meets the standards.

Example of appropriate comment	Avoid
Amy caters for the learning needs of all her students. She develops sequenced activities for students with different learning needs and is able to develop extension and remedial activities when required.	Amy is a perfect example of what a beginning teacher should be. She is able to chat to all her students about their lessons.

Avoid impressionistic statements about the teacher and focus on the evidence of their effectiveness.

Example of appropriate comment	Avoid
Paul effectively assesses his students' individual learning needs and devises differentiated tasks to meet these needs.	One of Paul's particular skills is that he knows his students.

Comments should always focus on how the teacher has improved student learning. If for example, the teacher has good rapport with students, the Report should describe how the teacher creates student rapport and the impact of that rapport on learning.

Example of appropriate comment	Avoid
Nicole uses effective oral communication skills to direct the classroom, is able to maximise contributions and control questioning to focus and sustain class interaction on the topic.	Nicole has fantastic rapport with her students.

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Advice for annotating the new scheme teacher's documentation

Introduction

The annotations included on the documentation must be written by the new scheme teacher. The documents should support and contribute to the evidence described in the Accreditation Report about the new scheme teacher's competence.

The Evidence Guide in the Accreditation Manual provides useful descriptions of competent teaching that can be used in the annotations. Use the Evidence Guide when you are providing evidence of achievement of the standards.

The following list provides some useful tips for new scheme teachers when selecting and annotating their documentary evidence.

Attach documents that you have developed in the course of your teaching

Example of appropriate documentation	Inappropriate
Lesson plan or program of work	A video of your lesson

Write comments that enable your evidence to stand alone

Example of appropriate annotation	Inappropriate
This planning document shows that I design lessons that meet syllabus outcomes and plan for different learning needs. It indicates my capacity to integrate ICT into my everyday classroom practice.	These documents demonstrate my capacity to meet Standards 1.2.1, 1.2.2, 1.2.4 and 2.2.3. OR An in-depth, detailed, standard-by-standard analysis of how this evidence shows you are meeting the standards.

Annotations on student work samples should indicate the effectiveness of the teaching and learning that you planned and delivered.

Example of appropriate annotation	Inappropriate
This work sample demonstrates how the student was able to build on their prior knowledge of this topic and apply the content being taught.	This student's work on the assessment task was satisfactory.

Annotated record of feedback to students should indicate how you communicated to the students and their parents/caregivers

Example of appropriate annotation	Inappropriate
The comments I wrote on this work sample helped both the student and her parents understand what she needed to work on and how she could do that.	The parents were happy with the result.