



# **Information for Teachers**

## **Progressing to Proficient Teacher**

**Revision History**

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## INTRODUCTION

Teaching is a dynamic and rewarding profession. Good teachers provide students with rich, interesting and well structured learning experiences. Teachers who provide these experiences enjoy the opportunities offered by the profession, and recognition of their achievements by the community.

The capacity to provide experiences for students requires a foundation of knowledge, skills and capacities built in the early years of teaching. The *National Professional Standards for Teachers* describe the knowledge, skills and understandings expected of competent and effective teachers. Accreditation is the structure that supports teachers to meet these Standards.

### The Purpose of this Guide

A key priority of the NSW Institute of Teachers and of the profession in general, is to support you to establish yourself in your teaching career. This support occurs through accreditation during which you will be mentored and supported by experienced members of the teaching profession. This process will provide you with a structured induction into teaching.

This guide is designed to support you both in your entry into the teaching profession and in the process of accreditation. It emphasises professional growth and learning and provides a structure to build confidence and expertise by encouraging you to think constructively about teaching and learning.

### Which teachers need to be accredited?

Qualified teachers who were employed for the first time as a teacher in NSW after 30 September 2004 OR any qualified teacher who returns to teaching after an absence of 5 or more years, need to be accredited. All teachers required to be accredited must achieve accreditation at Proficient Teacher (formerly Professional Competence under the NSW Professional Teaching Standards).

### Achieving Accreditation at Proficient Teacher

In order for you to achieve accreditation you will need to demonstrate that you meet all the Standard Descriptors for Proficient Teacher across the seven standards of the National Professional Standards for Teachers.

You will need to demonstrate your ability to integrate and apply the knowledge and skills that underpin each standard descriptor and create, on a consistent basis, an environment where learning opportunities for all students are optimised.

### Evidence for Accreditation

The purpose of collecting samples of your work is to encourage you to think constructively about your teaching. In order for this collection to be a credible record, it is important that you analyse your work as it reflects your attainment of the standard descriptors for Proficient Teacher. As you continue to apply your analytical skills you will strengthen and improve your own performance.

## **Roles and Responsibilities**

Your progress towards accreditation is a partnership between you and your school. Both of you have roles and responsibilities.

### **Your Role**

You are responsible for supporting your accreditation process. This involves ensuring that you have a copy of and understand the *National Professional Standards for Teachers*, including the standard descriptors for Proficient Teacher. The process of meeting the standard descriptors will be used as a basis for assessing your progress and developing and building your confidence and expertise. This will help you recognise factors which influence the quality of teaching and learning. It will help you learn from your experience, taking responsibility for managing your progress and communicating your own support needs, communicating regularly with colleagues to discuss your practice and seeking professional engagement with colleagues within and outside the school to improve your practice.

### **Your School's Role**

Your school will give you feedback and guidance to support you in gaining accreditation at the level of Proficient Teacher.

### **The Role of the NSW Institute of Teachers**

The Institute of Teachers oversees the system of accreditation and recognition of teachers' professional capacity against the *National Professional Standards for Teachers*. The Institute advises and assists TAAs in accrediting teachers as well as monitoring the accreditation process across all schools. The Institute's processes support the consistent and fair application of the *National Professional Standards for Teachers* for each teacher.

The Institute manages and supports the use of external assessors in the accreditation process. It provides briefing sessions for these assessors to support their capacity to make consistent judgements. The Institute also monitors the application of accreditation decisions across the state.

### **The Role of the External Assessor**

The External Assessor provides a report to the Institute about consistency of teachers' accreditation reports and evidence.

Their feedback is an analysis of the accreditation report and supporting evidence in relation to a statewide benchmark. From External Assessors' reviews, a report is assembled within and across TAAs. The reviews provide advice on patterns of practice, and the usefulness and appropriateness of evidence, to help assure the consistency of judgements across all TAAs.

The External Assessors' review does not affect the individual accreditation decisions made by the TAAs about their accredited teachers.

## GUIDE FOR THE COLLECTION OF EVIDENCE

The information in this guide is organised in two parts. These two parts reflect the way the accreditation process works.

### **PART ONE: Collecting Evidence to Support the Accreditation Decision**

This section describes the evidence you can collect to support your progress to accreditation. This will be gathered for the purpose of self-analysis and evaluation and as a basis for the professional discussions you will have with supervisors and colleagues. In addition, it could be used by the supervising teacher as stimulus to complete the Accreditation Report.

*It is important that you keep a copy of all original documentation that is used to recommend you for accreditation at the level of Proficient Teacher.*

### **PART TWO: Selecting and Annotating Evidence for the Accreditation Report**

This section describes the specific, annotated examples of documentary evidence that you will include with the Accreditation Report that will be written by your supervisor and submitted to your TAA. Your TAA will make an accreditation decision and forward this to the Institute.

#### **1. COLLECTING EVIDENCE TO SUPPORT THE ACCREDITATION DECISION**

Your supervising teacher can use the documentation you collect to contribute to their recommendation about your accreditation. It can also be used as stimulus for writing the Accreditation Report. The evidence can assist the TAA to make the accreditation decision.

Putting together evidence is an ongoing process, so you should retain examples of your practice and record your thinking about your development as you proceed. In gathering evidence for the accreditation decision, you **could**:

- collect lesson plans and units of work or other planning documents you have developed
- collect examples of assessment strategies you have used
- collect student work samples (bearing in mind issues of confidentiality)<sup>1</sup>
- collect reports to parents, to community members or to your teaching colleagues (bearing in mind issues of confidentiality and sensitivity to student background)
- collect notes on observations of your teaching
- collect notes from team teaching or collaborative planning opportunities
- document classroom and behaviour management strategies

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<sup>1</sup> Privacy and Personal Information

Please note: the use of student work samples does not breach the Privacy and Personal Information Protection (PIIP) Act 1998, provided that anything that would allow the student to be identified is removed. The copyright in the samples is retained by the individual student. Where samples are used in the report, the teacher should have the informed consent of the student (and, depending on the student's age, from his or her parents).

- collect notes from meetings with supervising teacher regarding your teaching, lesson planning and student achievement
- record any professional learning opportunities you have participated in and what impact this has had on your teaching and your students' learning
- make notes relating to your personal practice, about relevant articles you have read and websites you have visited
- include your professional learning plan or program.

**REMEMBER: You will not need to include ALL this evidence with your Accreditation Report**

## 2. SELECTING AND ANNOTATING EVIDENCE FOR THE ACCREDITATION REPORT

Your accreditation process is finalised when an accreditation report is written about you meeting the Proficient Teacher standards. Your supervising teacher or principal writes the report and submits it to the Teacher Accreditation Authority. Once the TAA has made the decision about your accreditation, the Accreditation Report is submitted to the NSW Institute of Teachers, Selected evidence of your work accompanies this report. **This evidence is to be drawn from your everyday teaching practice and is to be annotated by you.**

When you are selecting the pieces of evidence to submit to the NSW Institute of Teachers, consider how that evidence supports the report written by your supervisor or principal. They should relate to one another.

Choose appropriate evidence that explicitly demonstrates the Standard/s you nominate. Be sure that your understanding of how this sample demonstrates your achievement of the Standards is evident and that the Standards you selected are substantiated in the documentation.

You need to annotate the evidence that is to be included with the Accreditation Report. The annotations ensure that your work can be understood outside your context and should demonstrate your achievement of the Standards. The annotations should make specific links between your teaching practice and the Standard Descriptors. For example, *This planning document demonstrates achievement of Standard Descriptors 1.1.2, 2.3.2 and 3.4.2. It shows that I design lessons that meet syllabus outcomes that I plan for different learning needs and take into account the prior knowledge of my students. It indicates my capacity to integrate ICT into my everyday classroom practice.*

The annotations should also match the Standards you have selected. For example, if you select Standard Descriptor 5.2.2 - *Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals* - then it is important to see the evidence of this on the work sample.

### What to submit?

**One item of documentary evidence can meet a number of Standards. The emphasis for evidence collection is on the quality rather than the quantity of documentation.**

Submit only an appropriate number of well annotated documents rather than a large number of documents that do not contribute to evidence for the accreditation report.

You should include in your documentation:

- annotated excerpts from lessons plans and/or programs you have developed that have been signed and dated by your supervising teacher
- annotated student work samples.

### **(a) Lesson Plans and/or Programs**

The planning documents you submit should be annotated to ensure that they demonstrate how you use your knowledge of content and syllabus requirements, of your students and of pedagogy when planning for effective learning. Make sure you include evidence describing why you selected the activities and resources that you did and how this catered for your students' learning needs.

*For example: This planning document demonstrates achievement of Standard Descriptors 2.3.2, 1.5.2, 2.6.2 and 3.4.2. It shows that I design lessons that meet the syllabus outcomes (2.3.2) and apply knowledge of the content and teaching strategies to design the task for students ie in the information and questions that the students worked on and in the use of group work (2.1.2). My grouping together of students who are working to a similar standard in this subject was chosen in order to encourage equal participation, and demonstrates that I plan for different learning needs (1.5.2). The presentation of the final report to the class indicates my capacity to integrate ICT into my everyday classroom practice to engage students and to make the content meaningful (3.4.2 and 2.6.2).*

### **b) Student Work Samples**

Analysing samples of student work provides an opportunity to improve your knowledge of your students as well as gauge the effectiveness of the lesson. It will provide you with an opportunity to gain some insight into the complexity and depth of the student learning that has occurred. The annotations and notes you provide for the work samples you submit could reflect:

- the student's progress towards the learning goals you established
- the effectiveness of the teaching and learning you planned and delivered
- the extent to which different learning needs (including literacy and support needs) were catered for
- the feedback you communicated to the student and/or parent/caregiver.

You also need to mention where in the sequence of learning this work sample fits and the conditions of production eg homework, group task, assessment task, test.

*For example: This student work sample demonstrates Standard Descriptor 2.2.2. It is drawn from a homework exercise designed as an extension on the topic covered in class. My comment reflects my understanding of the importance of sequencing activities within a program to maximise student learning. In this particular task the student was required to apply his previous knowledge and learning to a different scenario. In the following lesson he read his response to the class and used it to stimulate discussion which reinforced our study of the topic. Each student was assessed on their homework activity and their ability to lead the discussion (Standard Descriptor 2.3.2). Supplementing this, I have also included my assessment feedback sheet which each student receives after a formative or summative task (5.1.2). I aim*



*to provide such feedback immediately after the task has been assessed and provide comprehensive guidance on how a student might develop their skills (5.2.2).*