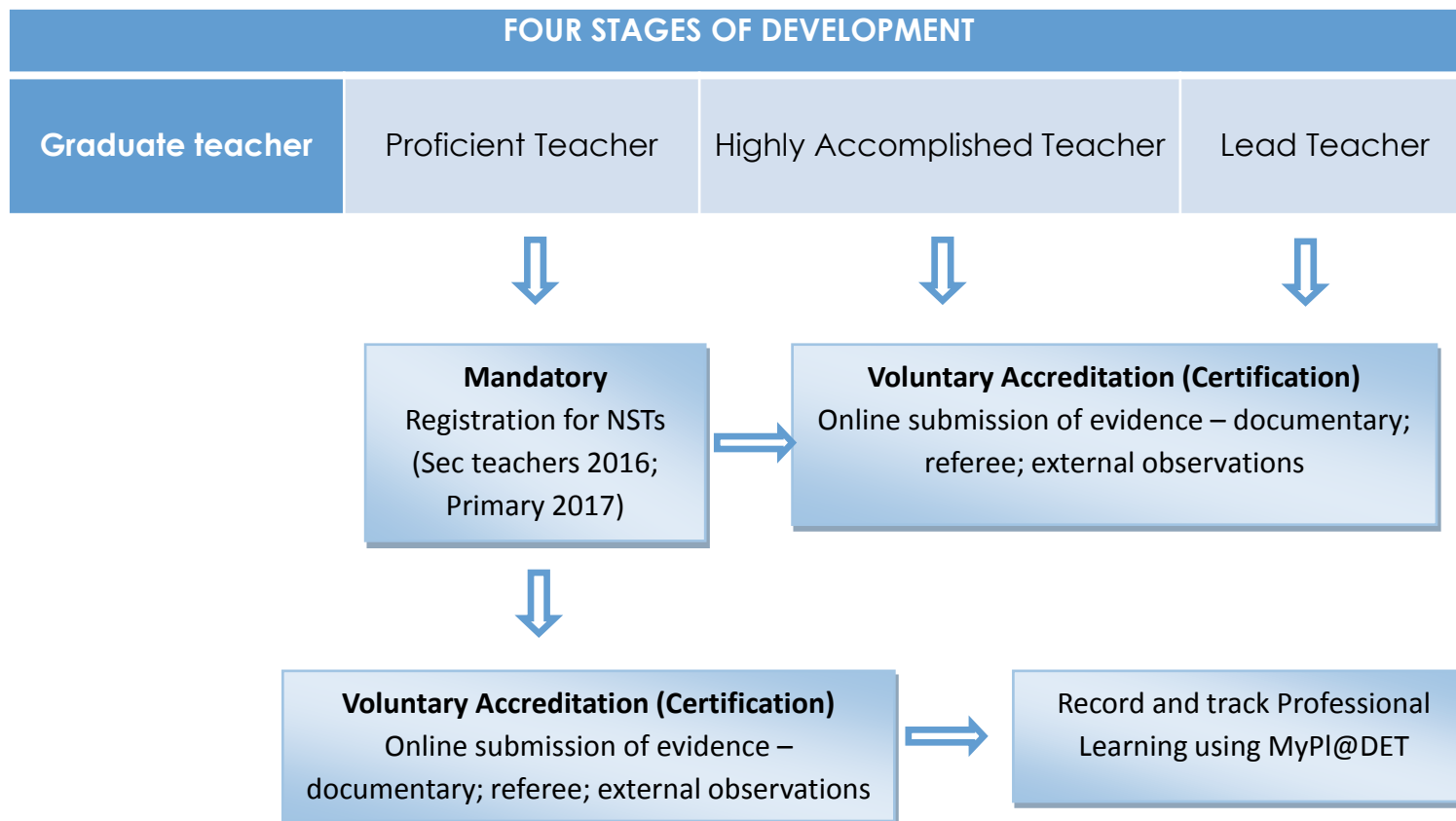A guide to successfully applying for accreditation with the NSW Institute of Teachers

ACCREDITATION: Highly Accomplished Lead Teacher

Supporting Quality Teaching

Accreditation

FOUR STAGES OF DEVELOPMENT			
Graduate teacher	Proficient Teacher	Highly Accomplished Teacher	Lead Teacher

Mandatory
Registration for NSTs (Sec teachers 2016; Primary 2017)

Voluntary Accreditation (Certification)
Online submission of evidence – documentary; referee; external observations

Voluntary Accreditation (Certification)
Online submission of evidence – documentary; referee; external observations

Record and track Professional Learning using MyPl@DET

Introduction: higher levels

- RECOGNITION OF EXPERTISE

- EVIDENCED BY IMPROVED STUDENT LEARNING

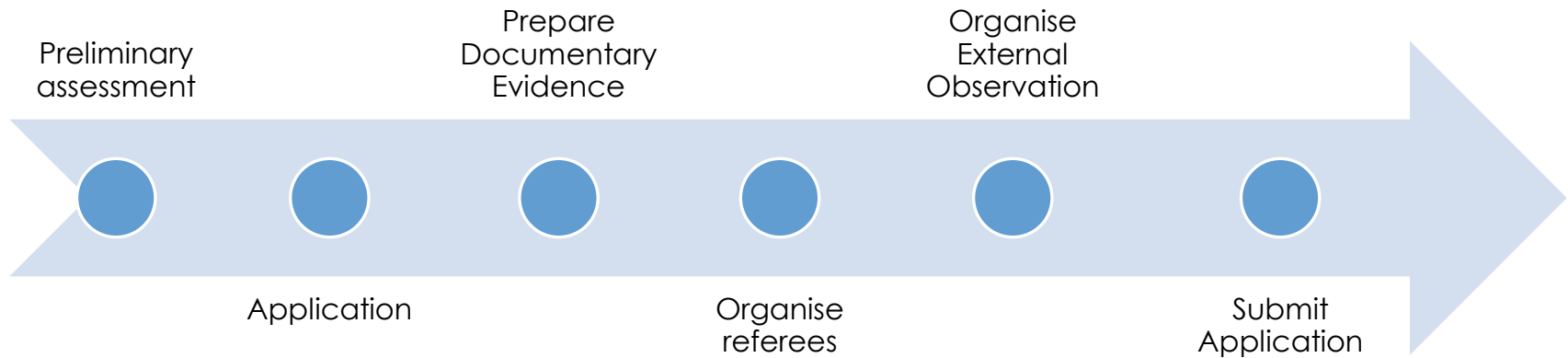- ROLE WITHIN THE COMMUNITY

Supporting documentation

- NSW Institute of Teachers: information for candidates; support documents

- DEC: information for candidates; policies

- AITSL: Australian Standards; exemplars

Reasons to Apply

- Personal Professional Development

- Professional development of others, e.g. Early Career Teachers; Pre-service Teachers; teachers developing new skills

- Strong school leadership resulting in culture of deliberate, planned change for school improvement

- Improved student learning outcomes

Your Career Stage

HIGHLY ACCOMPLISHED	LEAD TEACHER
Successful teacher Deep subject knowledge Quality teaching Professional discussions Good communication Support professional development of others	Outstanding teacher Articulate a vision Latest developments in pedagogy Outstanding interpersonal skills Strong leadership Recognise and promote talents of others Support and develop professional development Communication with the wider community

Highly Accomplished or Lead Teacher

HIGHLY ACCOMPLISHED		LEAD TEACHER
Support Early Career Teachers by offering advice and teaching materials	OR	Monitor the teaching and learning of an Early Career Teacher by reviewing teaching programs and observing lessons
Engage in professional development to improve your own practice	OR	Develop and lead professional development to improve the teaching practice of others
Model quality teaching and learning for others	OR	Evaluate teaching and learning in the faculty/school and design quality teaching programs to improve student outcomes
Advise colleagues on the use of effective literacy strategies	OR	Initiate and implement a literacy program to address identified student needs
Analyse student assessment data	OR	Lead staff through the process of analysing and responding to student assessment data

ACTIVITY

The Evidence

Successful application for Highly Accomplished and Lead teacher levels is dependent on **THREE types** of evidence:

- Observations of practice

- Referee reports

- Documents developed by the teacher

The evidence should be **multi-layered** and collected over time.
The evidence should be **relevant** to current teaching practices.
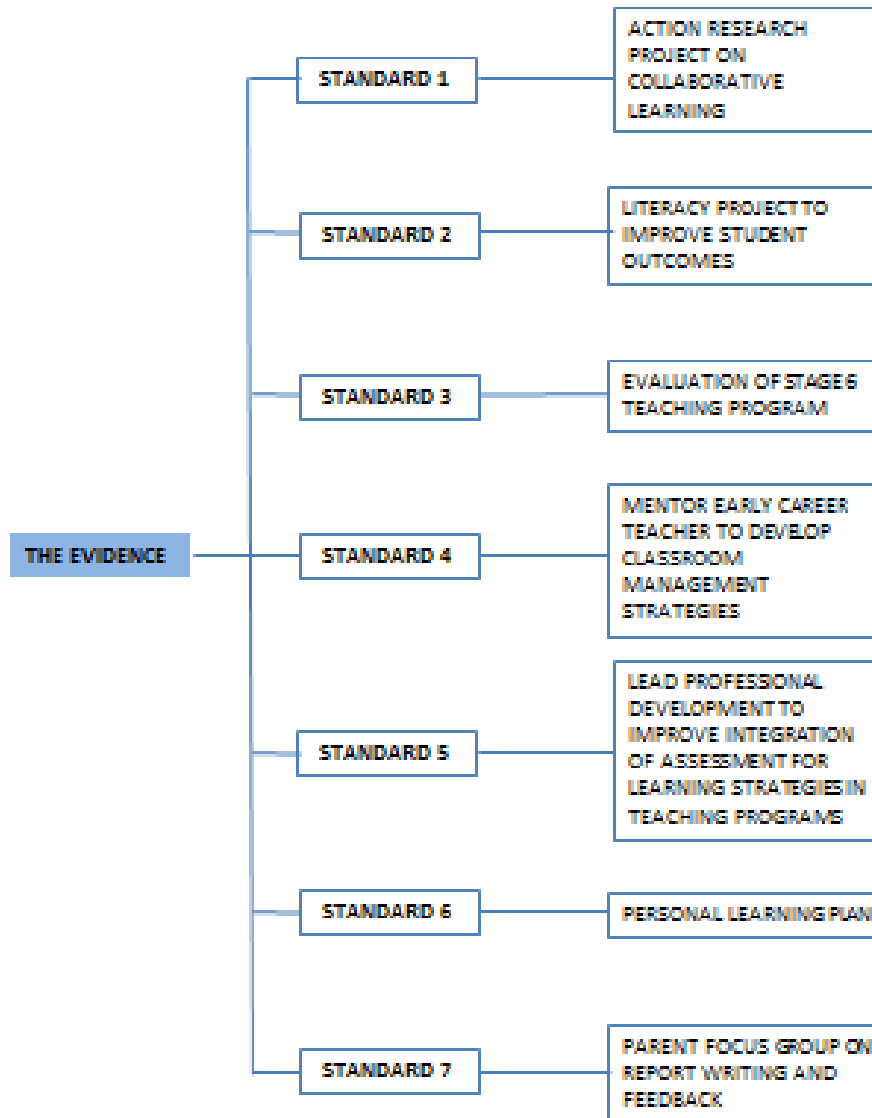
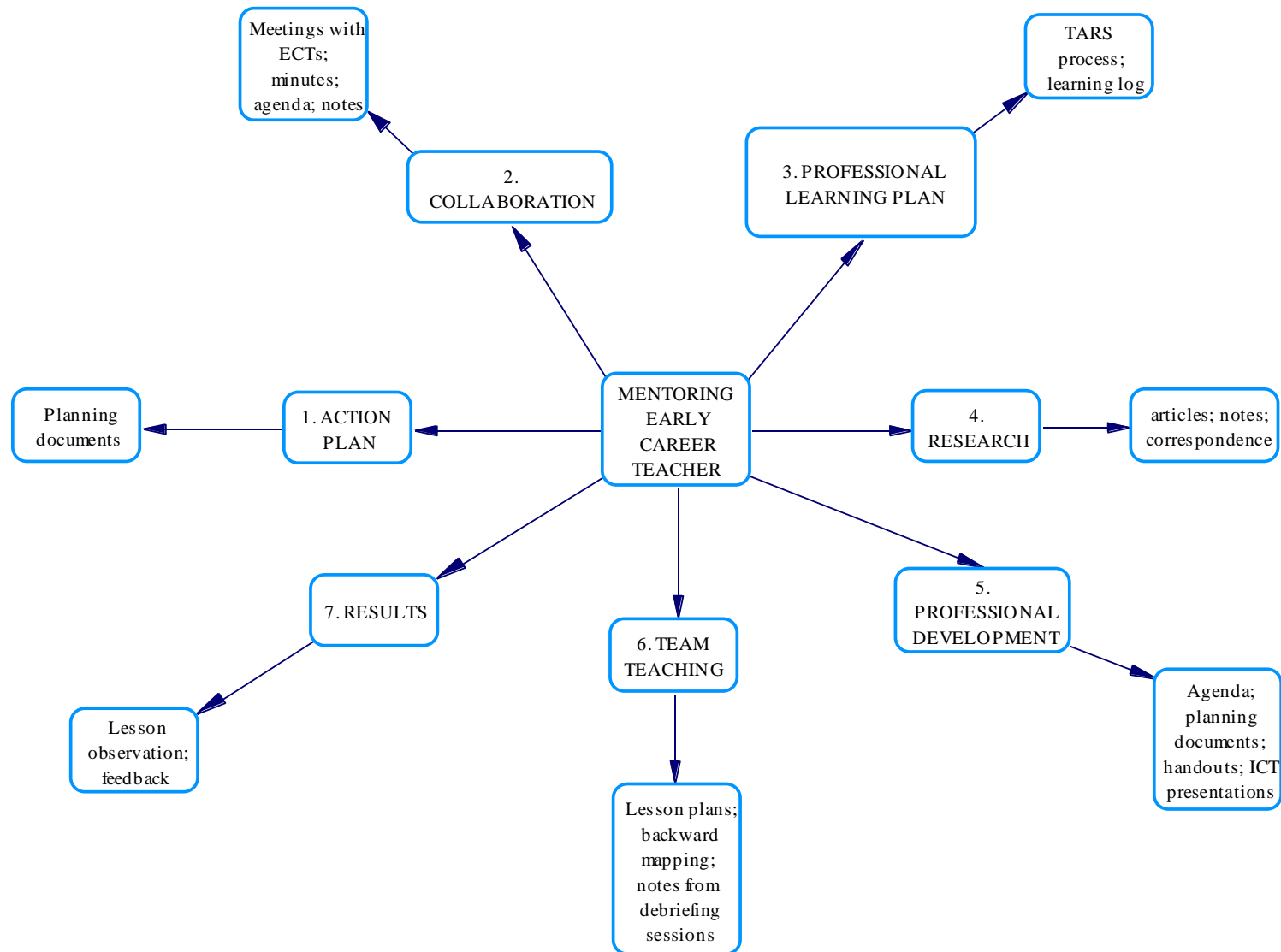ACTIVITY

The Documentary Evidence

- Record of successful/outstanding teaching practice
- Record of improved student learning
- Implementation of innovative teaching and learning strategies
- Application of critical analysis and problem solving skills
- Demonstrated capacity to lead/mentor and advise other teachers
- Commitment to and/or leadership of professional learning
- Engagement with all stakeholders – students; teachers; parents/carers; wider learning community

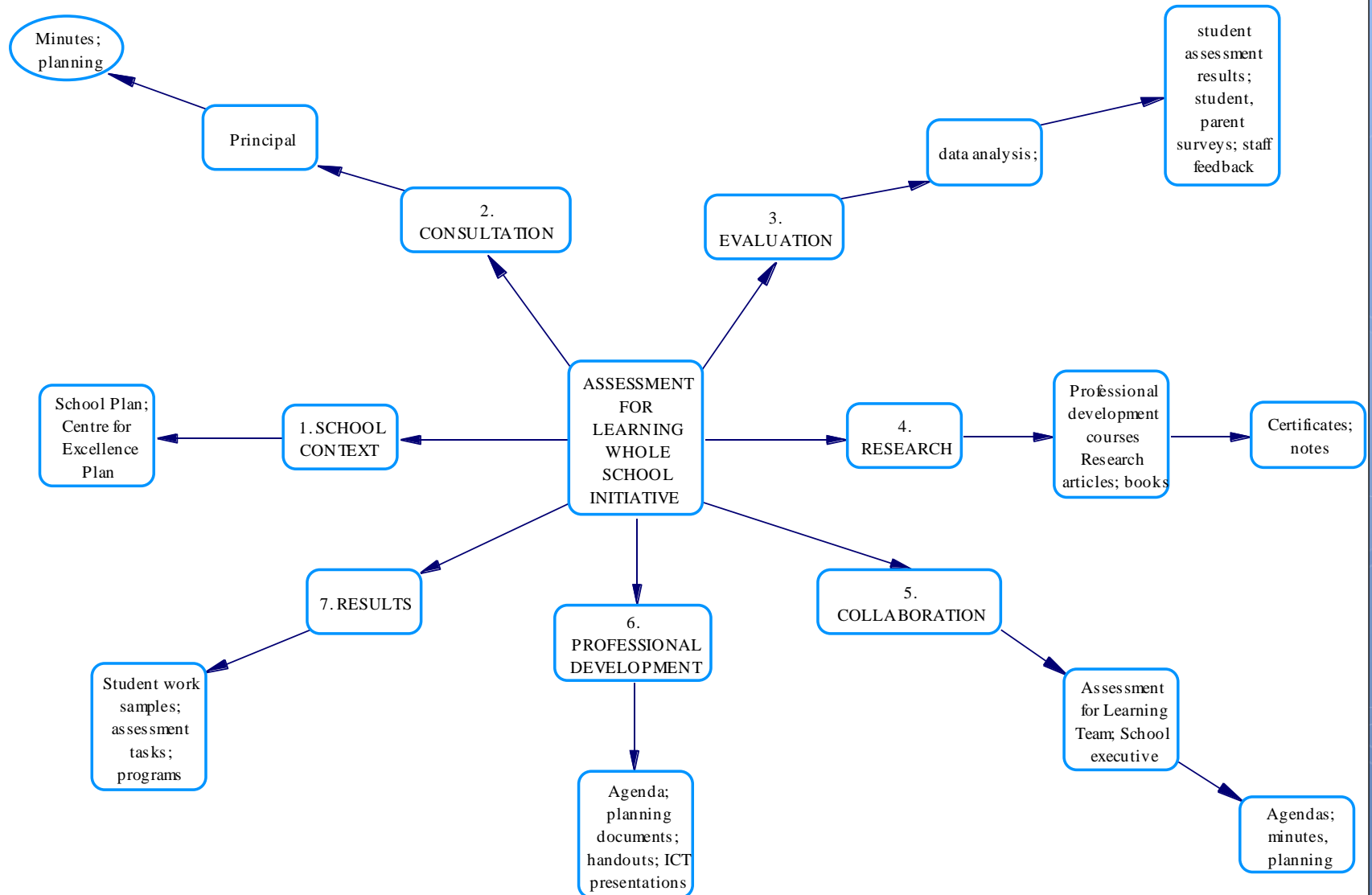# Selecting and Organising the Evidence: Evidence Sets, Artefacts

- Evidence should come from your practice

- It may be one document or a collection of documentary evidence built around a specific project or initiative

- It must be aligned to the Standards and provide evidence of your ability to meet those Standards.

ACTIVITY

Aligning to the Standards

THE EVIDENCE

STANDARD 1 — ACTION RESEARCH PROJECT ON COLLABORATIVE LEARNING

STANDARD 2 — LITERACY PROJECT TO IMPROVE STUDENT OUTCOMES

STANDARD 3 — EVALUATION OF STAGE 6 TEACHING PROGRAM

STANDARD 4 — MENTOR EARLY CAREER TEACHER TO DEVELOP CLASSROOM MANAGEMENT STRATEGIES

STANDARD 5 — LEAD PROFESSIONAL DEVELOPMENT TO IMPROVE INTEGRATION OF ASSESSMENT FOR LEARNING STRATEGIES IN TEACHING PROGRAMS

STANDARD 6 — PERSONAL LEARNING PLAN

STANDARD 7 — PARENT FOCUS GROUP ON REPORT WRITING AND FEEDBACK

Meetings with ECTs; minutes; agenda; notes

TARS process; learning log

2. COLLABORATION

3. PROFESSIONAL LEARNING PLAN

MENTORING EARLY CAREER TEACHER

Planning documents

1. ACTION PLAN

4. RESEARCH

articles; notes; correspondence

7. RESULTS

6. TEAM TEACHING

5. PROFESSIONAL DEVELOPMENT

Agenda; planning documents; handouts; ICT presentations

Lesson observation; feedback

Lesson plans; backward mapping; notes from debriefing sessions

Lead Teacher

Minutes; planning

Principal

2. CONSULTATION

ASSESSMENT FOR LEARNING WHOLE SCHOOL INITIATIVE

1. SCHOOL CONTEXT

School Plan; Centre for Excellence Plan

3. EVALUATION

data analysis;

student assessment results; student, parent surveys; staff feedback

4. RESEARCH

Professional development courses Research articles; books

Certificates; notes

5. COLLABORATION

Assessment for Learning Team; School executive

Agendas; minutes, planning

6. PROFESSIONAL DEVELOPMENT

Agenda; planning documents; handouts; ICT presentations

7. RESULTS

Student work samples; assessment tasks; programs

The Referees

- The referees are witnesses to your practice. They are NOT writing character references.
- You must identify the standard descriptor and the specific evidence you need them to comment upon.
- The referees will require your support. Provide them with necessary documentation and guidelines to support their writing of the report.

The External Observation

- Plan well in advance – it may take several months before the external observer can visit the school.
- Do NOT expect the external observer to comment on too many standard descriptors – 6 is the recommended number.
- It is important that the information provided to the external observer explicitly tells them what they will see. This helps their writing of your report.

Submitting the evidence

- Your documentary evidence and referee submissions can be submitted over time.
- When you are satisfied that you have uploaded all of the evidence, including referee reports and the external observation, you are ready to submit the evidence. You will no longer be able to change the submission so be sure.
- It will first go to your TAA (executive Director) who may return it once asking that you amend some sections of the submission.
- It must also go to the moderating committee for their recommendation.
- However, the TAA makes the final decision.
- Be patient – it is a long process!

Decision Time

To go ahead,
or not

?

Samantha Jackson:
Glenfield Office, 92039909

Next Session

- Developing a Personal Learning Plan to meet the requirements of Accreditation

- Selecting and Organising your Evidence

- Annotating the Evidence

A guide to successfully applying for accreditation with the NSW Institute of Teachers

ACCREDITATION: Highly Accomplished Teacher Lead Teacher

Supporting Quality Teaching

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BEVERLY HILLS GIRLS HIGH SCHOOL
October 2013

> ## Outline of Session 1
>
> 1. The process of accreditation at Highly Accomplished and Lead Teacher levels
> 2. Highly Accomplished Teacher OR Lead Teacher – which is the best fit for you?
> 3. The three types of evidence - multi-layering your evidence
> 4. The documentary evidence – what does it look like
> 5. Selecting your referees to support your application
> 6. Organising the external observation

⊕ An Introduction to Accreditation

"Teachers' qualifications - based on measures of knowledge and expertise, education and experience - account for a larger share of the variance in student achievement than any other factor, including poverty, race and parent education."

(Darling-Hammond, Lafors and Snyder 2001)

Accreditation at Highly Accomplished Teacher and Lead Teacher levels is intended as recognition of consistent and continuing successful and outstanding professional practice as described in the Australian Professional Standards for Teachers. Teachers who apply for accreditation at the higher levels are advocates of their profession and are all round performers. Their success is demonstrated by their record of improved student learning and implementation of innovative teaching and learning strategies. They demonstrate the capacity to lead others and provide support and advice for colleagues as a result of the outstanding quality of their teaching practice and through their contribution to the school and educational community.

Accreditation at the higher levels not only recognises an individual's expertise, but also raises the status and standing of the teaching profession in the wider community.

✛ Important Documents to Support your Accreditation

NSW Institute of Teachers

Title	Content description
Policy and Procedures for Accreditation at Professional Accomplishment and Professional Leadership ***Support Documents:*** • *Accreditation at Professional Accomplishment: Information for Candidates* • *Accreditation at Professional Leadership: Information for Candidates* • *Evidence Guide for Professional Accomplishment* • *Evidence Guide for Professional Accomplishment: Support Document* • *Evidence Guide for Professional Leadership* • *Evidence Guide for Professional Leadership: Support Document* • *Information for Teacher Accreditation Authorities and Principals* • *Information for External Observers* • *Information for Referees*	Policy regarding: • the accreditation process • roles of staff in the accreditation process • guides to support the collection of evidence • judgements regarding Professional Accomplishment and Professional Leadership • evidence to be collected by the teacher to demonstrate Professional Accomplishment and Professional Leadership. ***Support documents regarding:*** • collection and type of evidence • roles of the teacher, Teacher Accreditation Authority, principal, external observers and referees.

Department of Education and Training

Title	Content description
Accreditation of Teachers at Professional Accomplishment and Professional Leadership in NSW Government Schools Policy	Policy on accreditation of teachers at Professional Accomplishment and Professional Leadership.
Accreditation of Teachers at Professional Accomplishment and Professional Leadership Procedures	Procedures on accreditation of teachers at Professional Accomplishment and Professional Leadership.

Australian Institute for Teaching and School Leadership

Title	Content Description
Australian Professional Standards for Teachers	Australian Professional Standards for Teachers – outlining the three domains (Professional Knowledge; Professional Practice; Professional Engagement); the seven Standards
Certification of Highly Accomplished and Lead Teachers in Australia	Please note that while this document provides some useful information, teachers in NSW continue to be accredited using the NSW Institute of Teachers processes.
Certification documentary evidence supplement – Highly Accomplished Teachers *Certification documentary evidence supplement – Lead Teachers*	These documents provide lists of suggested evidence for each of the Standard descriptors
Certification evidence mapping document – Highly Accomplished Teachers *Certification evidence mapping document – Lead Teachers*	These documents provide a useful tool for mapping your evidence against the Australian Standards

ACCREDITATION: Highly Accomplished Teacher; Lead Teacher

Web links	
NSW Institute of Teachers **Australian Institute for Teaching and School Leadership** **DEC**	http://www.nswteachers.nsw.edu.au/ http://www.aitsl.edu.au/ Connect through the DEC portal; Professional Learning and Leadership Development Directorate www.det.nsw.edu.au/proflearn
Other Relevant Documents	
School Leadership Capability Framework *Quality Teaching Framework* *School Plan* *South West Sydney Priority Areas* *DEC policies (e.g. Aboriginal Education; Literacy and Numeracy; Boys, Girls Ed; Gifted and Talented)*	
Useful Software Program PDF Split and Merge	

✦ **Fees**

If you wish to undertake accreditation at the higher levels you will be required to pay a preliminary application fee and a submission fee.

Teachers who successfully meet the accreditation requirements will also pay an annual fee. The annual fee is only paid once you are accredited and will be kept in line with the annual fee for accreditation at Professional Competence.

The fee schedule comprises the following:

Fee	PA/HAT	PL/LT
Fee for preliminary application	$65	$65
Submission fee having done preliminary	$540	$650
Submission fee without preliminary	$605	$715
Annual fee (paid following a successful accreditation decision)	currently $100	currently $100

The Institute advises candidates to complete a preliminary application before proceeding with an accreditation submission.

✥ **Applying for Accreditation at Highly Accomplished Teacher and Lead Teacher Levels**

Accreditation at the higher levels is **voluntary.** It gives **recognition** of consistent and continuing successful and outstanding professional practice as described in the Australian Professional Standards for Teachers. Teachers who apply for accreditation at the higher levels are **advocates** of their profession and are all round performers. Their success is demonstrated by their record of improved student learning and implementation of innovative teaching and learning strategies. They demonstrate the capacity to **lead** others and provide support and advice for colleagues as a result of the outstanding quality of their teaching practice and through their contribution to the school and educational community.

✥ **Why become accredited at the higher career stages?**

- "Achieving recognition as a Highly Accomplished or Lead teacher is described under the Australian standards as c*ertification*. It is an important element in a broader teacher quality strategy that develops, recognises and supports excellent practitioners. Formal recognition of exemplary teachers can make an important contribution to the **quality of teaching and leadership** in schools.

- Certification supports a focus on a culture of **continuous improvement** in schools. It also helps to support an improved focus on performance and development.

- The recently endorsed *Australian Teacher Performance and Development Framework* requires that every teacher receives regular, constructive feedback on their performance, has opportunities to identify areas for development and has support to further develop their practice. Highly Accomplished and Lead teachers will play a major role in creating a **performance and development culture** in their schools.

- Teachers who apply for higher level accreditation will closely **examine their own practice** and receive comprehensive **feedback** against professional teaching standards.

- Teachers committed to improving their practice are vital to student success. They contribute to the **improvement of their schools** through modelling and leading others to improve practice."

Key Considerations
1. Personal Professional Development
2. Professional development of others, e.g. Early Career Teachers; Pre-service Teachers
3. Strong school leadership resulting in culture of deliberate, planned change for school improvement
4. Improved student learning outcomes

How could completing the accreditation process impact on your practice and professional development?

ACCREDITATION: Highly Accomplished Teacher; Lead Teacher

➕ **The Process for Accreditation:** NSW teachers continue to be accredited through the NSW Institute of Teachers following their procedures.

Highly Accomplished or Lead Teacher
- Examine the Standards, paying particular attention to the directive words and how they apply to your current practice and career stage.
- Decide which level best suits your experience, roles and capacity to meet the Standards.

Preliminary Assessment
- Complete the Preliminary Assessment at your chosen level. This requires payment of a fee and the completion of a survey of your current practice.
- You will then be notified by the NSW Institute of the likelihood of successfully achieving accreditation at this level. Feedback will be provided on your areas of strengths and weaknesses.

Application
- Once you have decided to proceed with your accreditation, complete the online application and pay the submission fee. You should first discuss your intention to apply with your principal.
- You will then be granted online access to complete your submission. You have three years to complete it.

Prepare evidence
- Start selecting and preparing your evidence.
- Evidence should be mulit-layered with a balance of **Documents, Referees and the External Observation.**
- Documents are best presented as PDFs (no audio or video).
- Write your annotations for each evidence set. These must be linked to specific Standards and Standard descriptors.

Organise referees
- Select your referees. A minimum of three referees must be chosen including the principal.
- Provide support materials to your referees to help them prepare their report.
- Select Standards for your referees which will support your documentary evidence.

Begin the Submission process
- Your submission can be completed over time. You have three years to complete the submission.
- You need to complete all sections of the online submission.

Organise external observation
- External observers are expected to observe your teaching practice as well as a non-teaching activity such as leading professional development or other collegial activity.
- You must identify the Standard descriptors for the observer (a recommendation of about 6 is given).
- The school context and the context in which the observer will witness the standards is needed.

Submit Application
- When all sections are fully completed (check to ensure referees have submitted their reports), submit your application to the Teacher Accreditation Authority (currently the Executive Director, Murat Dizdar. (The TAA may give you access to your application to make some changes.)
- Then click on SUBMIT NOW.

ACCREDITATION: Highly Accomplished Teacher; Lead Teacher

⊕ **NSW Institute Online Submission**

PA Application Number: 00000011

Welcome

These pages are the online submission process for Professional Accomplishment. You will develop and store your submission here.

You have three (3) years from the date of payment to complete your submission, so take the time to plan carefully.

The pages accessible from the menu on the left, cover the three forms of evidence required to demonstrate meeting the standards– referees, documents and observation – and contextual information about your school/s and previous achievements.

Submission Guidelines (*last updated 9/4/2010*) will help you with the online pages and planning – read this first.

To help you understand the standards and the evidence that indicates achieving a standard, refer to:

- Evidence Guide for Professional Accomplishment
- Evidence Guide for Professional Accomplishment – Support Document

Remember to discuss your intention to submit with your Principal or line manager and seek the advice and assistance of colleagues. An automatic email is sent to your Principal and your Teacher Accreditation Authority (A/L) letting them know you have begun the submission process. See Information for Principals.

Talk to potential referees and ensure they have read the Information for Referees booklet

Protocols for the Observation must be downloaded, printed, completed and returned to the Institute before an External Observer will be allocated.

Materials for the External Observation contain proformas for the day's schedule and other relevant information for the External Observer.

If you have any questions or need further advice, phone the Institute at 1300 739 338 or via email at contactus@nswteachers.nsw.edu.au and ask to speak to a member of the Standards and Accreditation team.

The Institute wishes you well with your submission.

`Next >`

PL Application Number: 00000004

Identify Schools

Your submission may include evidence from a variety of schools. A brief description of the schools you are including in your application will provide a context for your evidence.

Please enter your school's details below and click SAVE SCHOOL. Once SAVE SCHOOL is clicked you may then add further schools in the same way.

		School Name	Position	Year Levels	Students	Teachers	Executives
Edit	Delete	Riverside Girls High School, Gladesville	Head Teacher (of a faculty)	7-12	1000	67	14
Edit	Delete	Elderslie High School, Narellan	Deputy Principal	7-12	990	67	13

Select School *:
[   ] `Lookup...`

Your position at the school*:
[Select position... ▼]

On the popup calendar click the top left and right arrows to move forward or back a month at a time. Click on the date in the top middle to see a list of months or years.

Employed from *:   Employed to *:
[   ]   [   ]

☐ Check this box if this your current school

Employment Type *:
[Select type... ▼]

Year levels taught at the school(eg: K-8; 7-12) *: [   ]
Number of students (approximately) *: [   ]
Number of teaching staff (total) *: [   ]
Number of executive staff (ie, teachers in higher-paid, promotions positions) *: [   ]

Further details (Max 200 words)including
Social-Economic Status:

Percentage Aboriginal and Torres Strait islanders:

Percentage NBSB/LBOTE:

Other relevant details:

`Save School`

✛ **The Structure of the Australian Professional Standards for Teachers**

PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE	PROFESSIONAL ENGAGEMENT

Standard 1. Know students and how they learn

- Physical, social and intellectual development and characteristics of students
- Understand how students learn
- Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- Strategies for teaching Aboriginal and Torres Strait Islander students
- Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- Strategies to support full participation of students with disability

Standard 2. Know the content and how to teach it

- Content and teaching strategies of the teaching area
- Content selection and organisation
- Curriculum, assessment and reporting
- Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non- Indigenous Australians
- Literacy and numeracy strategies
- Information and Communication Technology (ICT)

Standard 3. Plan for and implement effective teaching and learning

- Establish challenging learning goals
- Plan, structure and sequence learning programs
- Use teaching strategies
- Select and use resources
- Use effective classroom communication
- Evaluate and improve teaching programs
- Engage parents/carers in the educative process

Standard 4. Create and maintain supportive and safe learning environments

- Support student participation
- Manage classroom activities
- Manage challenging behaviour
- Maintain student safety
- Use ICT safely, responsibly and ethically

Standard 5. Assess, provide feedback and report on student learning

- Assess student learning
- Provide feedback to students on their learning
- Make consistent and comparable judgements
- Interpret student data
- Report on student achievement

Standard 6. Engage in professional learning

- Identify and plan professional learning needs
- Engage in professional learning and improve practice
- Engage with colleagues and improve practice
- Apply professional learning and improve student

Standard 7. Engage professionally with colleagues, parents/carers and the community

- Meet professional ethics and responsibilities
- Comply with legislative, administrative and organisational requirements
- Engage with the parents/caregivers
- Engage with professional teaching networks and broader communities

✛ **Career Stage - Highly Accomplished Teacher OR Lead Teacher?**

THE CANDIDATE AT PROFESSIONAL ACCOMPLISHMENT/HIGHLY ACCOMPLISHED

The Australian Professional Standards for Teachers describe what teachers know, understand and are able to do as well as reflecting the commitment, values and attitudes that teachers bring to their work. The Standards at Highly Accomplished build on those at the level of Proficient Teacher and describe a benchmark of accomplished teaching.

Candidates recognised as meeting the Standards at Highly Accomplished are viewed by others as being **highly accomplished and successful practitioners**. They are recognised as having **in-depth subject knowledge and effective teaching skills** for a diverse range of students.

These candidates engage in educational and **professional discussions and debates**. They are **advocates** for the profession and their school. They **communicate effectively** to diverse audiences and interact professionally with the community. They recognise their role in contributing to the **professional learning of others** including mentoring beginning teachers.

(extract from '*Information for Candidates'*, NSW Institute of Teachers)

THE CANDIDATE AT PROFESSIONAL LEADERSHIP/LEAD TEACHER

The Standards at Lead Teacher build on those at the levels of Proficient Teacher and Highly Accomplished and describe a benchmark of professional practice that influences the educational community. Candidates demonstrating the Standards at Lead Teacher are viewed by others as having a record of **outstanding teaching** and are committed to enhancing the quality of teaching and learning. These candidates can articulate a vision of education to their students, peers, the profession and the wider community.

Candidates at Lead Teacher are knowledgeable about the **latest developments in pedagogy** and can apply those developments to improve teaching and learning. They have outstanding interpersonal and leadership skills which are underpinned by principles of fairness, compassion and integrity.

These candidates recognise the talents of others and promote and encourage those people to achieve their potential. They apply critical analysis and problem-solving skills to educational matters. They engage in professional learning and assist and support the professional learning needs of others including induction programs for beginning teachers. They communicate effectively with the community to support the development of the school and to promote student learning.

(extract from '*Information for Candidates'*, NSW Institute of Teachers)

Personal reflections

✦ **Highly Accomplished OR Lead Teacher?**

The Australian Professional Standards for Teachers describe our practice at the various stages of our career. When considering your career stage and suitability for accreditation at Highly Accomplished and Lead Teacher levels, it is useful to map your practice, knowledge and engagement across the Standards. One way to achieve this is by closely examining the directive words embedded in the Standards. For example, do you …

HIGHLY ACCOMPLISHED		LEAD TEACHER
Support Early Career Teachers by offering advice and teaching materials	OR	Monitor the teaching and learning of an Early Career Teacher by reviewing teaching programs and observing lessons
Engage in professional development to improve your own practice	OR	Develop and lead professional development to improve the teaching practice of others
Model quality teaching and learning for others	OR	Evaluate teaching and learning in the faculty/school and design quality teaching programs to improve student outcomes
Advise colleagues on the use of effective literacy strategies	OR	Initiate and implement a literacy program to address identified student needs
Analyse student assessment data	OR	Lead staff through the process of analysing and responding to student assessment data

ACTIVITY

Consider the directive words which describe the roles of the Highly Accomplished and Lead teacher.
- Indicate if you believe you currently demonstrate the skills and actions.
- Indicate if you think you already have evidence which illustrates this.

HIGHLY ACCOMPLISHED TEACHER	YES	EVIDENCE	LEAD TEACHER	YES	EVIDENCE
Support Advise Evaluate Exhibit Model Assist Share Analyse Engage			Lead Initiate Evaluate Revise Review Develop Monitor Support Demonstrate Model Exhibit Coordinate Identify		

ACTIVITY

Application for Professional Accomplishment/Highly Accomplished Teacher
Teaching practice: Please check the box against any of the following teaching practices you have used on more than one occasion in the last 12-14 months.
☐ Actively researched the content of a topic being taught
☐ Attempted a 'new' technique for classroom behaviour management
☐ Integrated explicit teaching of literacy into a lesson
☐ Performed a demonstration lesson
☐ Used systematic and explicit teaching (direct instruction)
Curriculum/programming: your role with regards to implementing the curriculum is best described by the following?
☐ Developing lesson plans to supplement faculty program or for use by colleagues
☐ Evaluating your own programs on the basis of student achievement
☐ Keeping up-to-date with current resources
☐ Evaluating teaching programs
Student achievement: your role with regards to student assessment is best described by which of the following?
☐ Accommodating student self-assessment
☐ Developing varied assessments (eg summative/formative; formal/informal; written/practical)
☐ Using assessment information from other sources to inform planning
Professional development: your role with regards to professional development is best described by the following?
☐ Attending professional development that is provided as required
☐ Developing personal professional learning plan
☐ Participating in professional committees and activities in the school
☐ Sharing professional development you have received with colleagues
☐ Supporting professional experience
☐ Supporting New Scheme teachers including casual, temporary or part-time teachers
Professional development undertaken by you in the last two years has mainly focused on:
☐ Assessment-reporting
☐ Literacy/numeracy
☐ Teaching practices
Parents and Community
☐ Attending parent teacher night and writing semester reports
☐ Encouraging parent input into planning for learning
☐ Following relevant protocols for communication with parents and community
☐ Organising co-curricular and extra-curricular school activities

Application for Professional Leadership/Lead Teacher	
Teaching practice: Please check the box against any of the following teaching practices you have used on more than one occasion in the last 12-14 months.	
☐	Overseeing the implementation of faculty or school teaching programs in the school
☐	Overseeing the writing and development of faculty or school teaching programs in the school
Curriculum/programming: your role with regards to implementing the curriculum is best described by the following?	
☐	Teaching your class/subject using a faculty or school program that you wrote or helped to write and continue to develop and evaluate
Student achievement: your role with regards to student assessment is best described by which of the following?	
☐	Developing marking rubrics/guidelines for use by others with their assessments
☐	Developing systems for measuring and recording student achievement in the school
☐	Implementing an assessment policy for a faculty/stage/school
☐	Implementing an assessment in the school that diagnose students' strengths and weaknesses
☐	Supervising the implementation of effective whole school/stage/faculty reporting of student achievement
☐	Mapping students in the school with special needs
☐	Using assessment information from other sources e.g. external assessments, in planning and programming for your students
☐	Using assessment information from other sources e.g. external assessments, in planning and programming across the year/faculty
☐	Using follow-up assessments with your students to measure progress
Professional development: your role with regards to professional development is best described by the following?	
☐	Ensuring all staff have all necessary skills and update them regularly
☐	Promoting/implementing professional investigations/action research/education research
☐	Restricting access to professional development of dubious quality, lacking in evidence with no clear connection to student achievement
☐	Screening available professional development for that which is high quality, evidence-based with a strong focus on student achievement and ensuring that your staff revalues it
Professional development undertaken by you in the last two years has mainly focused on:	
Parents and Community	
☐	Attending parent meetings and overseeing the production of semester report
☐	Arranging parent/teacher information meeting to share important information
☐	Developing protocols and agreed practices for communicating with parents
☐	Using understanding of relevant demographic and background details of school population to inform decision making

♦ **The EVIDENCE**

THE EVIDENCE
Types of Evidence
The decision of whether or not you meet the accreditation requirements is based on multiple sources of evidence which you provide. This evidence is comprised of three different types: ◆ Observations of practice ◆ Referee reports ◆ Documents developed by the teacher
"Submissions are more likely to be strong if Standards are addressed by more than one source of evidence. For instance, some Standards may be addressed by referee and documentary evidence, others by Observer and documentary evidence, others by all three."
All evidence is collected and stored on the Institute's database.
Multi-Layering the Evidence
STANDARD 2: Know the content and how to teach it
Standard 2.5.3: Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.
The Evidence

Document:	Referee:	External Observer

Standard 2.5.4: Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
The Evidence

Document:	Referee:	External Observer

Collecting the Evidence
Candidates may include evidence that precedes the date of their submission. All evidence will be considered on the basis of its continuing relevance to the candidate's practice

⊕ **Preparing the evidence for accreditation**

1. **Documentary Evidence**
   a) Identify evidence using evidence guide support document as a stimulus.
   b) Determine the Standards and standard descriptors for each piece of evidence.
   c) Identify standards for which you do not yet have evidence using the evidence grid. Develop a professional learning/action plan to meet these standards.
   d) Write annotations for each document (maximum 500 words). The annotation should explain how the document provides evidence for all of the identified standards. (Write annotations on word document and copy and paste to online submission)

2. **Referees**
   a) Identify your referees (minimum of three, no maximum). Referees may be classroom teacher, executive, principal, education consultant or advisor, teacher educator, specialist staff, members of the community, and representatives of external organisations. They should reflect the three dimensions of the candidates ability to:
      - Report to someone, e.g. in a supervisory role
      - Work in a collegial way
      - Assist another's professional progress
   b) Approach referees and ask for their support.
   c) Complete the 'request for information from referees' form and email to NSW Institute
   d) Provide referees with supporting documents
      - Information for Referees
      - Australian Professional Standards for Teachers
      - Evidence Guide Support Document (email)
      - Referee Report template
   e) Provide individual template for each referee to complete their annotations. One annotation for each standard, maximum 2000 characters or approximately 230 - 250 words.
   f) Complete online submission for referees which identifies the referee and the Standards on which they will report

3. **External Observers**
   a) Consider the activities you would like the external observer to report on. The 'Evidence Guide for Professional Leadership Support Document' provides useful suggestions. The observation should include a teaching session and an activity other than teaching, e.g. leading a faculty meeting; leading professional learning activity; debriefing session with mentee.
   b) Identify the Standards and standard descriptors on which they will report.
   c) Notify the NSW Institute of Teachers when you are ready. Note, it may take several months before a date can be confirmed.
   d) Plan the day and negotiate with the observer the date of their visit. You will need to provide details of the organisation of the day to the observer, ensuring that time is allowed for debriefing.

   Support documents are provided.

EVIDENCE GRID							
Standard descriptors	**Standard 1:** Know students and how they learn	**Standard 2:** Know the content and how to teach it	**Standard 3:** Plan for and implement effective teaching and learning	**Standard 4:** Create and maintain supportive and safe learning environment	**Standard 5:** Assess, provide feedback and report on student learning	**Standard 6:** Engage in professional learning	**Standard 7:** Engage professionally with colleagues, parents, carers and the community
1							
2							
3							
4							
5							
6							
7							

⊕ The Documentary Evidence

Documentary evidence should demonstrate your:
- Record of successful/outstanding teaching practice
- Record of improved student learning
- Implementation of innovative teaching and learning strategies
- Application of critical analysis and problem solving skills
- Demonstrated capacity to lead/mentor and advise other teachers
- Commitment to and/or leadership of professional learning
- Engagement with all stakeholders – students; teachers; parents/carers; wider learning community

Documentary evidence may include:
- Excerpts from teaching and learning programs; lessons
- Personal learning plan
- Reflection logs
- Planning documents
- Data analysis (including external student assessment data and school-based surveys)
- Written communications and correspondence – emails; letters
- Newsletters and notes
- Student work samples; assessment activities
- Transcripts
- Testamurs and certificates
- Evaluations
- Reports
- Papers and articles
- ICT based evidence
- Action/strategic plans
- Lesson observations
- Professional development activities

Other suggestions …

Annotations
- o Word limit of up to 500 words
- o Each piece of supporting evidence or evidence set, must be annotated
- o Evidence of expertise in content of subject or KLA plus associated pedagogy should be clearly articulated in your annotations
- o When writing the annotations you should use the language of the Standards

Tips
- Address Standards by more than one source
- Avoid repetition, e.g. too many certificates for professional learning
- Evidence should demonstrate implementation and change over time
- Use extracts from documents or screenshots
- File size is limited to 2Mb or less
- Convert documents and PowerPoints to PDFs

Identifying Documentary evidence
- You will be asked to provide document name and type, e,g, "On Natural Selection"; Paper for Science Teachers' Association; date of the evidence. Therefore, when collecting and filing evidence, keep a record.

Organisation of Documents
The Australian Institute for Teaching and School Leadership describes '**evidence sets'** or '**artefacts**' as the basis for organising documentary evidence. An evidence set may include evidence that demonstrates:
- Collaboration and communication
- Documentation relating to teaching and learning and student assessment
- Reflection and feedback
- Student assessment data
- Student work

An artefact is a piece of evidence which stands alone.

⊕ **Aligning the Evidence to the Standards**

	STANDARD 1	ACTION RESEARCH PROJECT ON COLLABORATIVE LEARNING
	STANDARD 2	LITERACY PROJECT TO IMPROVE STUDENT OUTCOMES
	STANDARD 3	EVALUATION OF STAGE 6 TEACHING PROGRAM
THE EVIDENCE	**STANDARD 4**	MENTOR EARLY CAREER TEACHER TO DEVELOP CLASSROOM MANAGEMENT STRATEGIES
	STANDARD 5	LEAD PROFESSIONAL DEVELOPMENT TO IMPROVE INTEGRATION OF ASSESSMENT FOR LEARNING STRATEGIES IN TEACHING PROGRAMS
	STANDARD 6	PERSONAL LEARNING PLAN
	STANDARD 7	PARENT FOCUS GROUP ON REPORT WRITING AND FEEDBACK

Model 1: Highly Accomplished Teacher
Evidence Set: Mentoring an Early Career Teacher

- MENTORING EARLY CAREER TEACHER (center)
  - 1. ACTION PLAN → Planning documents
  - 2. COLLABORATION → Meetings with ECTs; minutes; agenda; notes
  - 3. PROFESSIONAL LEARNING PLAN → TARS process; learning log
  - 4. RESEARCH → articles; notes; correspondence
  - 5. PROFESSIONAL DEVELOPMENT → Agenda; planning documents; handouts; ICT presentations
  - 6. TEAM TEACHING → Lesson plans; backward mapping; notes from debriefing sessions
  - 7. RESULTS → Lesson observation; feedback

ACCREDITATION: Highly Accomplished Teacher; Lead Teacher

Model 2: Lead Teacher
Evidence Set: Implementation of whole school focus on Assessment for Learning
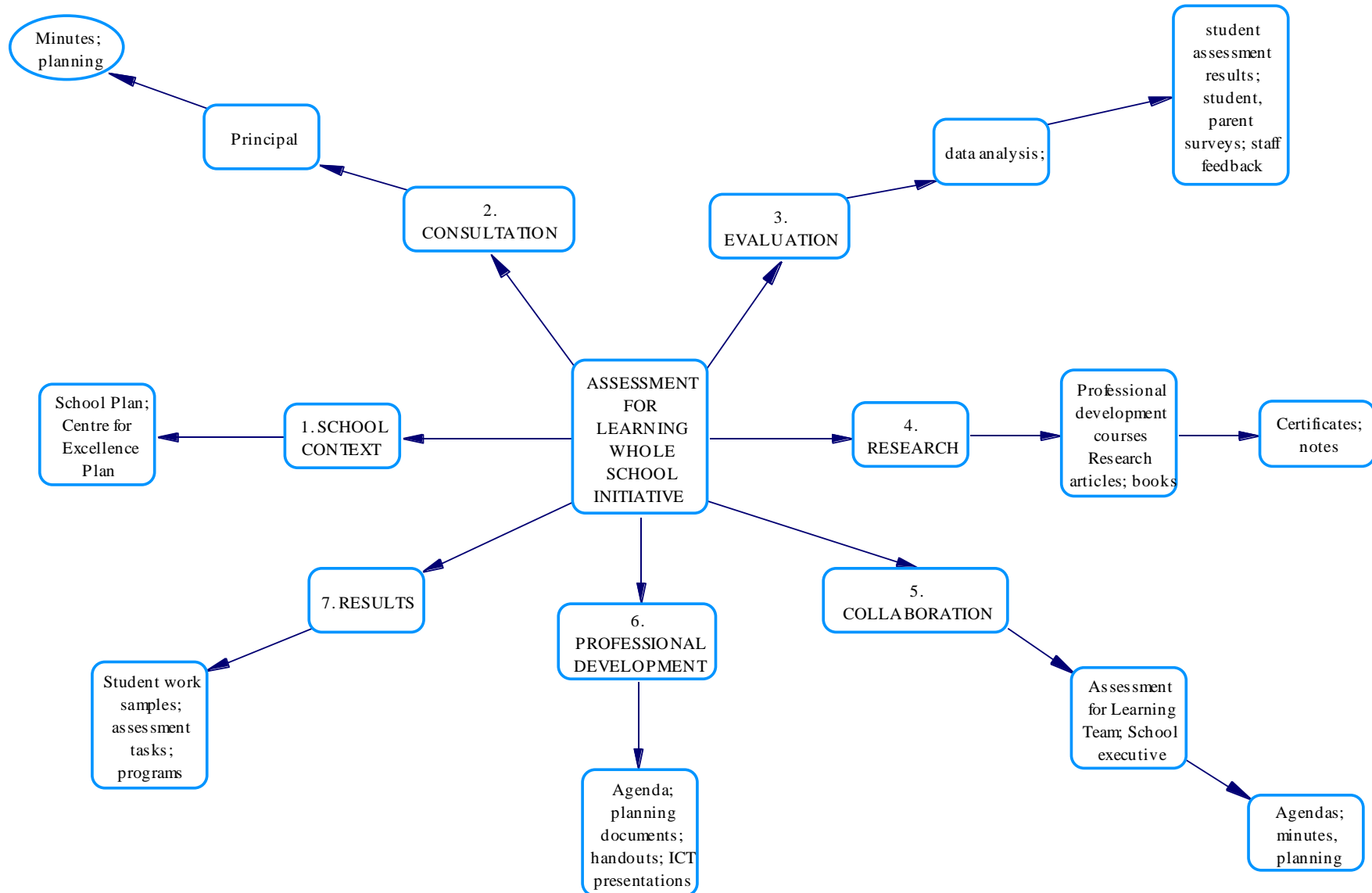
ACTIVITY

Scenario: At a recent staff meeting, the principal led a discussion about 21st Century Learning Dimensions and provided a recently published document on the topic. You were inspired by the presentation and recognised that the integration of 21st Century Learning Dimensions would improve student engagement and learning outcomes.

In collaboration with 2 – 3 teachers, brainstorm how you could support/lead the integration of 21st Century Learning Dimensions within your KLA/school. Add examples of evidence that this could generate that would form the basis of an evidence set.

Integration of 21st Century Learning Dimensions in Teaching and Learning
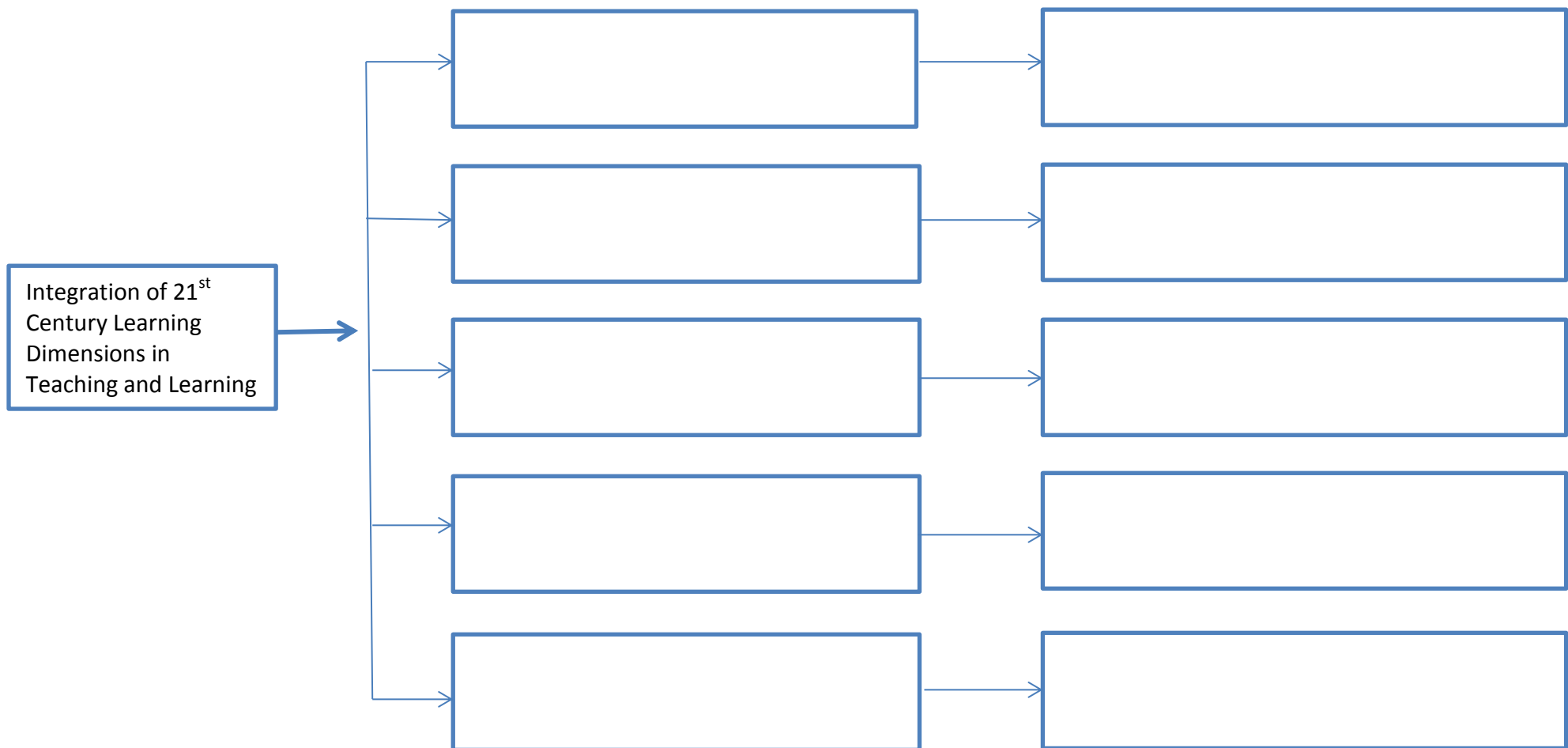
✚ Annotating the Evidence Template

Identify Documentary Evidence

Document Name

```
```

Document Type (e.g. lesson plan, faculty policy)

```
```

Date Developed

```
```

School for which the document was developed

```
```

Annotate your evidence by explaining how the document shows that you meet each of the Standards identified below. (maximum of 500 words)

```
```

Standards

```
```

✦ The Referees

The referees are witnesses to your practice and their role is to support your documentary evidence and provide further proof of your ability to meet the Standards at your nominated level. Therefore the referees are not character witnesses and their selection should be based on their ability to describe your practice. Their report is a statement verifying that the candidate has achieved the standard to which they are attesting. When writing the report, the referee should use the language of the Standards.

A **minimum of three referees** is required for you to complete your submission. The referees must include your principal or manager.

Map your selection of referees against the Standards and your other evidence. Grids and table summaries are useful organisers and help you keep track of the evidence.

Referee Table

Referee	Context	Standards

To support your referees, email support documents and guidelines on writing and submitting the report. A template is a useful tool for your referees. An example is attached.

Example of a Referee Report

As Educational Paraprofessional at BHGHS my role has been to support the work undertaken by the candidate. In this situation I have worked collaboratively with the candidate to develop an evidence-based Assessment for Learning resource, and therefore can attest to her outstanding research and organisational skills.

The researched-based Assessment for Learning resource addresses several major focus areas in the School Plan - quality teaching and assessment; effective feedback, and innovative use of technology.

The first step in creating the Assessment for Learning resource was to identify the key areas that would maximise student learning and support colleagues' professional development. The candidate then critically reviewed evidence-based research on the following assessment areas: backward mapping to integrate assessment, providing students with precise, timely and effective feedback, self-assessment and peer assessment strategies, scaffolding lead up work, developing strategic questioning, and reciprocal teaching. Once all the research had been gathered the candidate set about the task of converting the theory into teaching and learning practice. This process involved her creating various assessment strategies, developing templates and providing background information that would enable her colleagues to have a practical resource that can be readily applied. Once the assessment resource was compiled, the candidate developed workshops which allowed her to actively integrate evidence-based research into teaching practice.

As a result of the Assessment for Learning resource, teachers at BHGHS and beyond now have a practical document that supports assessment planning, optimising opportunities for students to learn.
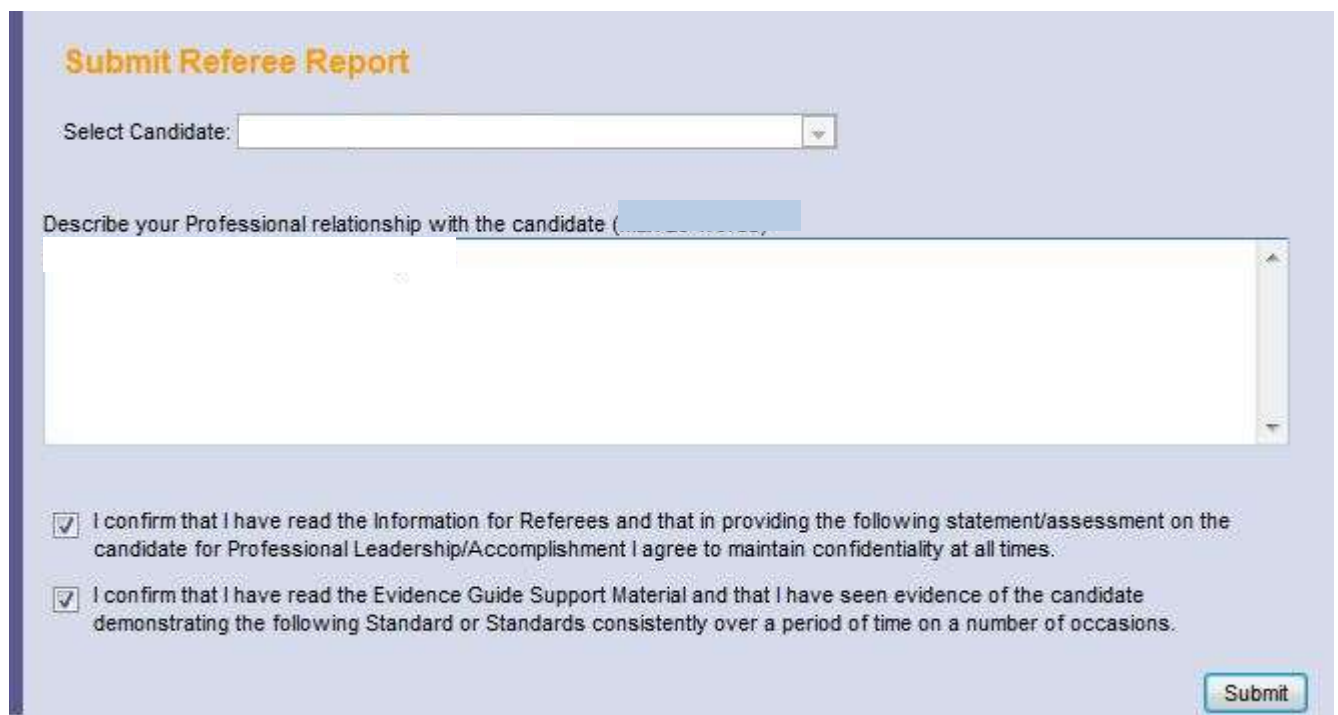
Sample Supporting Letter to Referees

Dear _____,

Thank you for supporting my application for accreditation as Highly Accomplished/Lead Teacher with the NSW Institute of Teachers (NSWIT) by agreeing to be a referee.

There are a number of steps involved in the process. Please contact me if you have any queries.

1. You will require a personal log-in in order to access to the NSWIT website, as the referee report is completed online.

    a) If you **do not** have a log-in please email the completed attached file, **Referee online application** form to phoukham.luangamath@nswteachers.nsw.edu.au . You will be notified by email of your username, password and Institute Number. You will need to give your Institute number and email address to me.

    OR

    b) If you have completed this form previously there is no need for you to complete it again. If you are already on NSWIT system and you know your Institute number, there is no need to complete this form – simply provide your Institute number to me as soon as possible so I can submit your name and standards to the NSW Institute of Teachers.

2. When you log on to the NSWIT website you will see a "Referee" tab on the top header. When you click on it you will be taken to the screen below. Please select me as the candidate. Next describe your Professional relationship with me. Check the two boxes as both of these documents are attached and explained further in these instructions. Click submit.

3. Attached to this email is a copy of the **Referee report proforma**. This document is where you can take the opportunity to plan what you are going to write prior to going online. It has been strongly advised to save a copy of your supporting comment in the word document proforma before copying and pasting it on to the NSWIT site (proforma is attached). I have indicated the

Element and Standard to which you are attesting (in blue). I have also included the example that I believe supports my achievement of this element, along with the evidence and indicator statements (in red) from the 'NSWIT Support Document for Accreditation at Professional Leadership' (attached). This document is 62 pages long; please only read the information related to the standard/s you are writing about.

Advice from the NSW Institute of Teachers is that your supporting comment should indicate:-
"As a referee your role is to support the candidate's application in relation to one or more Standard/s and to the claims made by the candidate. You will verify claims made by a candidate by attesting that you have seen evidence of a candidate's capacity to meet one or more Standard/s.
As a referee you are a witness to the person's work and someone who can attest to their achievement of the Standards rather than being an advocate for the candidate. Your role is to provide substantive evidence as to the candidate's capacity to achieve the Standards. You will only need to provide evidence to Elements and Standards that reflect your expertise and level of involvement with the candidate's work."
  NSW Institute of Teachers, Accreditation at Professional Accomplishment and Professional Leadership, Information for Referees

Your supporting comment should:-
Describe the context(s) in which you have observed/witnessed me demonstrating the standard and it is suggested that the following scaffold be used:-
- Situation (What? When? Who?) – briefly describe the context
- Task – what were your responsibilities or initiatives
- Action – what did you do
- Result – what were the outcomes

Supporting comments are limited to **2000 characters or about 230 - 250 words.**

4. I have also attached a copy of **'**Accreditation at Professional Accomplishment and Professional Leadership-Information for Referees' for further information if required.

Thank you for your support,

ACCREDITATION: Highly Accomplished Teacher; Lead Teacher

Example of report template emailed to referees.

Referee Report

Candidate's name: Referee's name:

Referee's category (please tick)

☐ Referee 1 – Principal/line manager   ☐ Referee 2 – Colleague   ☐ Referee 3 –
Other

Referee's position title:

Describe your relationship with the candidate

Context of school

Identify Standards

Standard:

Standard descriptor:

Example that supports achievement of thisstandard descriptor (indicator statement)

Write a supporting comment by describing the context(s) in which you witnessed the candidate
demonstrate this Standard. It is recommended that you use the following scaffold.
Situation; Task; Action; Result
The comment should also be written using the language of the Professional Teaching Standards.
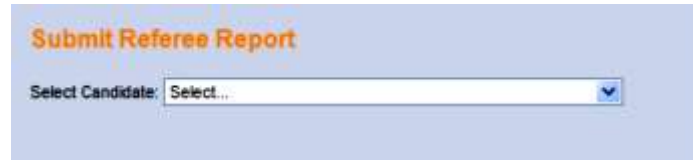
Supporting Comment (maximum 2000 characters or approximately 230 - 250 words)

Referees: Submitting the referee report
1. Log on to Institute site - http://www.nswteachers.nsw.edu.au/. Your user name is your institute number, and the password is the one you emailed to the institute to apply for institute number.
2. Click on tab - 'referee'. The following screen appears. Click on arrow and select candidate's name.

Submit Referee Report

Select Candidate: Select...

3. Complete the section by describing your relationship to the candidate. Note there is a maximum of **2000 characters or approximately 250 words**. Click on two boxes to confirm information and willingness to be contacted.
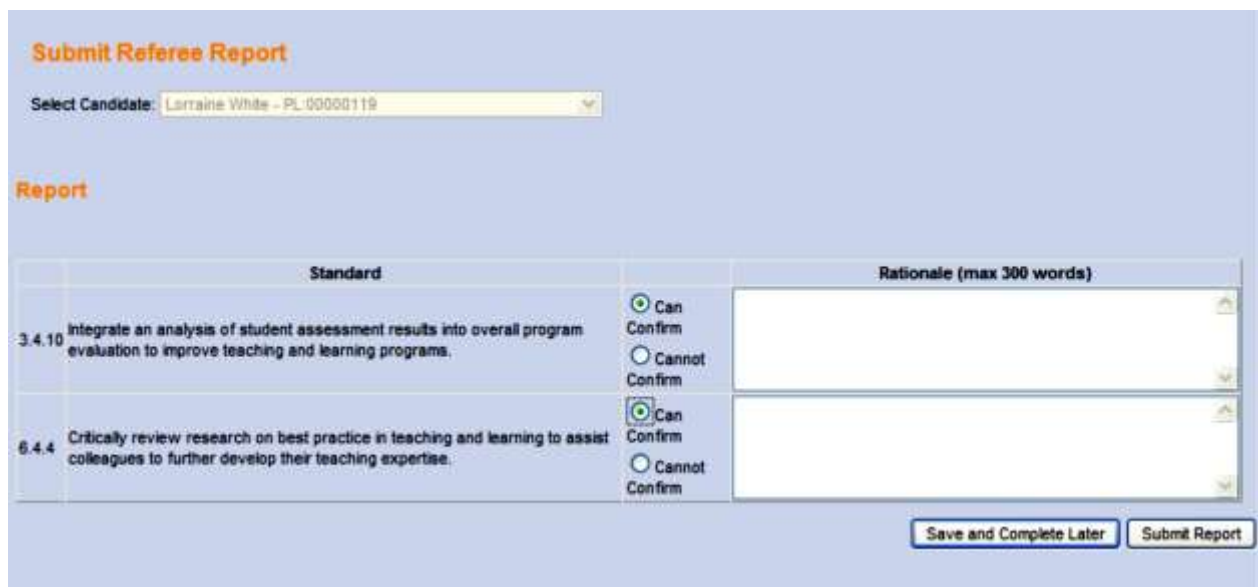
Submit Referee Report

Select Candidate: Lorraine White - PL:00000119

Describe your Professional relationship with the candidate (max 2000 characters or approx. 300 words)

☐ I confirm that I have read the Information for Referees booklet and relevant Evidence Guide Support Document, that I have accurately described my relationship to the candidate and that I have seen evidence that he/she has demonstrated the following Standard/s consistently over a period of time.

☐ I agree to being contacted, if necessary, by a representative of the candidate's TAA (A/L) to provide further clarification of the following evidence of the candidate's practice at Professional Leadership/Accomplishment. At all other times, I agree to maintain confidentiality with regard to my statements.

[Proceed to report]

4. Write your report in the space provided. Remember there is no spell check or word count so it is better to copy and paste report from a word document. Note maximum of **2000 characters** or **250 words**. Note that you will be required to write a report for each nominated Standard Descriptor.

Submit Referee Report

Select Candidate: Lorraine White - PL:00000119

Report

Standard		Rationale (max 300 words)
3.4.10 Integrate an analysis of student assessment results into overall program evaluation to improve teaching and learning programs.	⦿ Can Confirm ◯ Cannot Confirm	
6.4.4 Critically review research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise.	⦿ Can Confirm ◯ Cannot Confirm	

[Save and Complete Later] [Submit Report]

♦ **The External Observation**

External observers are skilled practitioners who have a broad understanding, knowledge and experience in pedagogy and classroom practice. Their teaching background will be similar to that of the candidate. They will come from the same sector but not the same school as the candidate. The role of the external observer is to observe the candidate's achievement of nominated standard descriptors. Following the observation they will complete and submit a written report on their observations. They do not make a recommendation or decision. Rather, their report goes toward the final accreditation decision. The external observer will provide you with a copy of his/her report.

Planning for the External Observation

The NSW Institute provides support documents and planning templates for your use. These include:

♦ 'Information for the External Observer'
♦ An outline of the day including a teaching session activity other than teaching, and time for debriefing. The observation schedule will need to reflect your school context.

The observation schedule e.g.

8.15 am	Arrival of External Observer, meet Principal
8.30 am	Review of observation protocols and the plan for the day
9.00 am	Teaching
10.00 am	Recess*
10.30 am	Teaching
11.30 am	Review time for External Observer
12.00 pm	Faculty meeting
1.00 pm	Lunch*
1.30 pm	Teaching
2.30 pm	Review time for External Observer
3.00 pm	Debrief and feedback

♦ A template for the observation of a teaching session
♦ A template for the observation of an activity other than teaching
♦ A template for the debriefing session that you may use

(these templates are included on the USB)

Example of Observation schedule.

EXTERNAL OBSERVATION	
Time	**Activity**
8.30	Meet; overview of day
8.45 – 9.00	Meet principal
9.00 – 10.40	Professional development workshop – Quality Teaching and Learning
10.40 – 11.05	Morning tea with participants
11.05 – 12.25	Review time for external observer Preview afternoon lessons
12.25 – 1.05	Team Teaching: Year 7 – Minoan frescoes; drawing conclusions from sources
1.05 – 1.40	Lunch with workshop participants
1.40 – 2.20	Team Teaching Year 8 – Introduction to the Aztecs; ICT
2.20 – 2.40	Debriefing session with team teacher
2.40 – 3.10	Review time for external observer
3.10 – 3.30	Debriefing with external observer

Observation of teaching session sample (extracts)

Candidate's name:
NSWIT number:
School:
Stage or KLA or subject: **History**

Date of observation:

Class: HH11 Ancient Civilisations **Year 7**
Time: 12.25 (40 minutes)
Location: Room 39
Purpose: to observe the candidate in a team teaching role and demonstrating exemplary teaching practices.
The lesson will focus on collaborative learning and effective use of group structures to support independent learning. It will include an evaluation of the effectiveness of the group work which will form the basis for later collegial discussions and reflections on teaching practices.

(The 'Team Teaching project' is an initiative of the Centre for Excellence school plan. Its purpose is to support Early Career Teachers to develop their teaching practices through collegial support and collaborative teaching practices. Areas for improvement are identified through collegial discussions and these become the teaching/learning focus of lessons or lesson sequences.)

Standards
3.4.2: Initiate or lead processes to develop exemplary teaching and learning programs to enhance learning outcomes.
3.4.3: Lead and advise colleagues to select and organise subject content by using high-level knowledge of subject content and expert teaching and learning practices.
4.4.1: Model and communicate the most appropriate forms of explanation among staff to maximize understanding of the learning goals for students.
4.4.4: Use theoretical and practical expertise in the area of student group management to lead and inform planning to enhance student learning.

ACCREDITATION: Highly Accomplished Teacher; Lead Teacher

How will these Standards be observed during your teaching?
3.4.2: Student learning will be supported by modelled, guided and independent learning strategies embedded in the lesson. These strategies will demonstrate knowledge of subject content and how students learn. Collegial discussions and reflection on student learning needs prior to the lesson identified the focus for the lesson – use of group structures to support collaborative and independent learning. Strategies were then developed to meet the learning needs of the students and to demonstrate effective teaching strategies to improve student outcomes. This will form the basis for reflection following the lesson.
3.4.3: Backward mapping of the unit of study was achieved in collaboration with the team teacher. One focus of discussions centred on how to embed cross-curriculum content within teaching practices. This lesson will incorporate explicit teaching of literacy through guided and scaffolded learning activities to demonstrate how to support student learning and meet needs of all students.
4.4.1: Various forms of explanation will be demonstrated throughout the lesson. These will include teacher explanation; the use of ICT to support learning and demonstrate learning goals; scaffolded lesson activities; and the use of success criteria to make learning goals explicit.
4.4.4: Effective use of group structures will be demonstrated in the lesson. Collaborative learning will be integrated into the lesson sequence to support guided and independent learning. The team teacher will assess the effectiveness of the strategy through observation of the students and completion of an observation grid. This will form the basis of collegial discussion.

What is the context of this lesson? What are the particular features of this lesson that are important to the observation?
The lesson is part of a lesson sequence on the Ancient Greek World. It is part of a case study on the ancient Minoans before progressing to Ancient Greece. Prior learning includes the discovery of the Minoan civilisation and the Palace of Knossos by Arthur Evans. The lesson will be followed by a webquest based on a website on the Minoans created for this specific purpose.

The learning outcomes of the lesson will include analysis of visual sources (Minoan frescoes); and collaborative learning. Students will write a description of the Minoan people based on information located in the sources and identified through collaborative learning. The lesson will build on self-assessment strategies that have been developed over the semester. (see attached Lesson Development Template)

Is there anything specific that the observer should know about this class or lesson that will assist them in their observation?

The class is includes a large number of students from Non-English speaking backgrounds. Building literacy skills has therefore been identified as a focus for teaching and learning. ESL strategies are also explicitly embedded in the teaching/learning process.

Observation of an activity other than teaching sample (extracts)

Candidate's name:
NSWIT number:
School:
Professional Development: Quality Teaching and Learning

Date of observation:

Activity: Professional development workshop
Time: 9am to 10.40
Location: School library

Standards
3.4.2: Initiate or lead processes to develop exemplary teaching and learning programs to enhance learning outcomes.
3.4.3: Lead and advise colleagues to select and organise subject content by using high-level knowledge of subject content and expert teaching and learning practices.
4.4.1: Model and communicate the most appropriate forms of explanation among staff to maximize understanding of the learning goals for students.
4.4.5: Mentor teachers through sharing ideas about the creation, selection and use of appropriate teaching strategies and resources including ICT and other technologies to make content meaningful to individuals or groups of students.
5.4.1: Use expert theoretical and practical knowledge to promote and lead the development of contextually relevant, inclusive teaching strategies.
5.4.2: Evaluate and monitor teaching and learning practices to ensure students' experiences, including their home culture, are valued and respected.

How will these Standards be observed in the activity?
3.4.2: Participants will be led through a series of activities to promote effective teaching and learning practices. The workshops will support teachers to evaluate and develop teaching and learning programs which will meet the needs of individual learners and improve student outcomes. Research into effective teaching and learning will be used as the basis for discussions and to advise participants on how to improve units of work.
3.4.3: Expert teaching and learning practices will be discussed during the workshops. Participants will be advised on how to embed differentiated teaching and learning strategies in their units of work to meet the needs of all learners. Influences on student learning will be analysed to demonstrate the importance of differentiated teaching methods.
4.4.1: Successful forms of explanation will be used while leading professional discussions with the participants. Various group structures will facilitate discussions into quality teaching and learning. Think, pair, share strategy will be used to engage participants in collegial discussions and raise awareness of the students as individual learners. Group structures will be used to provide opportunity for participants to share quality teaching practices and to evaluate lessons against Bloom's taxonomy.
4.4.5: Awareness of the needs of 21st century learners and the expectations of teachers to meet those needs will be addressed during the workshop. Effective use of ICT as a teaching and learning tool and its impact on student outcomes will also be demonstrated.
5.4.1: Theoretical and practical knowledge from personal teaching experiences will be used to promote quality teaching practices which are inclusive and relevant. Knowledge of Gardner's 'Multiple Intelligences' and Bloom's taxonomy will be used to provide participants with tools and strategies to develop their teaching practices.
5.4.2: The focus of the morning sessions is the learner and what influences their learning. Consideration of student's home culture, prior experiences and interests will be encouraged. This will be linked to the need for greater understanding of the wider community and students as our major stakeholders.

What is the context of this activity? What are the particular features of this activity that are important to the observation?
A professional development day focused on Quality teaching and Learning has been organised for the day. Professional learning to develop teacher quality is a core component of the Centre for Excellence plan and a responsibility of the Highly Accomplished Teacher. Early Career Teachers from Beverly Hills Girls High School and the Beverly Hills Intensive English Centre are the targeted participants. The morning session will focus on the learner and how students learn. This session will be led by the candidate and be observed by the external observer. It will establish the context for the afternoon sessions which will focus on the Quality Teaching Framework and the Professional Teaching Standards. Participants will have the opportunity to evaluate and improve a teaching unit based on the day's activities and learning.

CHECKLIST FOR TEACHERS INVOLVED IN THE PROCESS OF ACCREDITATION AT HIGHLY ACCOMPLISHED AND LEAD TEACHER LEVELS	
I have	
1	become familiar with the relevant documents concerning accreditation at Highly Accomplished and Lead Teacher levels by reading available information from the NSW Institute of Teachers, AITSL and the DEC
2	reflected on my professional knowledge, practice and commitment in relation to the Australian Professional Standards for Teachers and decided upon the level at which I will seek accreditation
3	discussed my intent to undertake an online preliminary application with my principal or line manager (understanding that this is strongly recommended)
4	paid an initial fee to the NSW Institute of Teachers to receive an application number which allows me to access and complete my online preliminary application
5	completed and lodged my online preliminary application for accreditation with the NSW Institute of Teachers
6	obtained feedback from the NSW Institute of Teachers as to the likelihood of my success (i.e. if moderate, low or very low likelihood of success I begin to address the areas requiring development and may choose to re-apply)
7	discussed my intent to proceed with an accreditation submission with my principal or line manager (he/she must then complete an online acknowledgement that a discussion has occurred)
8	discussed with my proposed referees (minimum three, one of whom must be current principal or line manager) the accreditation process and sought their support
9	paid a subsequent fee to the NSW Institute of Teachers on deciding to commence my accreditation submission
10	logged onto eTAMS to generate a profile and commencement date for my accreditation submission
11	nominated the Australian Professional Standards for Teachers which each referee will be supporting by logging onto my eTAMS profile
12	commenced collecting, annotating and entering evidence over time to support my accreditation submission and demonstration of all the Australian Professional Standards for Teachers at the level accreditation is sought
13	negotiated the timing of external observer visit/s and confirmed visit details with my principal or line manager
14	engaged in external observer visit/s, follow up discussion/s and read my online report/s which form part of my supporting evidence
15	engaged in further discussions with my principal or line manager to obtain feedback on my accreditation submission prior to finalising
16	finalised my accreditation submission to the NSW Institute of Teachers recognising the Executive Director, Public Schools NSW, will make a recommendation (with the regional panel's input) to the NSW Institute of Teachers
17	received notification, an accreditation number and a Certificate of Accreditation (from the NSW Institute of Teachers) when successfully accredited.

✦ **Helpful Tips and Strategies**

STANDARDS

KNOW YOUR STANDARDS

DISPLAY THE STANDARDS IN A PROMINENT LOCATION

BRAINSTORM YOUR PRACTICE AND SKILLS AGAINST THE STANDARDS TO DEVELOP A PROFESSIONAL LEARNING PLAN

ORGANISATION

CREATE FOLDERS FOR YOUR EVIDENCE - HARDCOPY AND/OR ELECTRONIC

BE PREPARED TO CULL YOUR EVIDENCE

DEVELOP EFFECTIVE RECORD KEEPING AND TRACKING TEMPLATES

DOCUMENTARY EVIDENCE

FORMALISE YOUR PROFESSIONAL ACTIVITIES BY DEVELOPING ACTION PLANS THAT WOULD PROVIDE CLEAR EVIDENCE OF YOUR SKILLS AND PRACTICE

CONSIDER EVIDENCE THAT SHOWS YOUR INVOLVEMENT WITH THE WHOLE SCHOOL COMMUNITY - STUDENTS; TEACHERS; PARENTS AND THE WIDER COMMUNITY

ALL EVIDENCE SHOULD BE LINKED TO IMPROVED STUDENT LEARNING OUTCOMES

REFEREES

CHOOSE REFEREES WHO ARE WITNESSES TO YOUR TEACHING PRACTICE AND LEADERSHIP (THIS IS NOT A CHARACTER REFERENCE)

ALIGN THE REFEREE STANDARDS AGAINST OTHER EVIDENCE TO ENSURE MULTI-LAYERING OCCURS

YOUR REFEREES MAY BE DOING THIS FOR THE FIRST TIME AND THEY WILL NOT WANT TO LET YOU DOWN - PROVIDE ANY NECESSARY SUPPORT

EXTERNAL OBSERVATION

PROVIDE THE EXTERNAL OBSERVER WITH A MANAGEABLE NUMBER OF STANDARDS

CONSIDER WHICH STANDARD DESCRIPTORS ARE BEST OBSERVED IN PRACTICE

PROVIDE THE EXTERNAL OBSERVER WITH CLEAR EXPLANATIONS OF WHAT HE/SHE WILL WITNESS AND HOW IT DEMONSTRATES THE STANDARD DESCRIPTORS WHO HAVE SELECTED

CRITICAL FRIEND

A CRITICAL FRIEND WITH WHOM YOU CAN DISCUSS YOUR ACCREDITATION AND TO READ OVER YOUR ANNOTATIONS IS VERY USEFUL

- PLAN YOUR ACCREDITATION WITH ANOTHER TEACHER WHO IS COMPLETING THEIR ACCREDITATION TO SET DEADLINES AND KEEP ON TRACK