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ACCREDITATION AT HIGHLY ACCOMPLISHED AND LEAD TEACHER PROCEDURES

Effective 27 January 2017

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1. Introduction

These procedures describe the process for teachers employed by the NSW Department of Education to undertake voluntary accreditation at the higher career stages of Highly Accomplished Teacher and Lead Teacher.

These procedures are to be read and applied in conjunction with the department's Accreditation at Highly Accomplished Teacher and Lead Teacher Policy (2008) and the Policy for Accreditation at Highly Accomplished and Lead Teacher (September 2016) published by the NSW Education Standards Authority (the Authority).

2. Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers apply to all career stages. The term “standards” used in this document refers to the Australian Professional Standards for Teachers. The standards define the knowledge, practice and professional engagement needed for high quality, effective teaching that improves student learning outcomes. The standards use nationally agreed indicators of teacher quality to guide the preparation, support and development of teachers throughout their careers.

3. Eligibility

Teachers are advised to seek advice from their principal or supervisor to ascertain readiness to seek accreditation at the higher career stages. Teachers should also consider their practice against the standards and may also seek advice from colleagues in deciding whether they are ready to undertake voluntary accreditation at Highly Accomplished Teacher or Lead Teacher.

It is important that teachers have an authentic teaching role which includes responsibility for students' curriculum program and their assessment. This is essential for being able to demonstrate the complete range of teaching standard descriptors. It is accepted that teachers may have other significant functions in their role.

The four career stages of the standards are described along a continuum of increasing expertise, skill and scope of practice – Graduate, Proficient, Highly Accomplished and Lead Teacher. The individual teacher makes the decision as to whether they will undertake accreditation at the level of Highly Accomplished Teacher or Lead Teacher. A teacher is not required to complete accreditation at Highly Accomplished Teacher before applying for accreditation at Lead Teacher.

3. Eligibility (cont)

Teachers who are required to be accredited and are seeking to be accredited at the higher levels must:

- have achieved the level of Proficient Teacher accreditation before commencing accreditation at Highly Accomplished Teacher or Lead Teacher and;
- following accreditation at Proficient Teacher, been assessed as satisfactory in their two most recent annual performance and development assessments before commencing accreditation at Highly Accomplished Teacher level or three most recent annual performance and development assessments before commencing accreditation at Lead Teacher. It is also recommended that teachers complete one maintenance of accreditation phase at Proficient Teacher prior to finalising an accreditation submission for the higher career stages.

Commencing an accreditation submission for the higher career stages does not change requirements for maintaining accreditation at Proficient Teacher. The submission process for accreditation at the higher career stages and completing requirements for maintenance of accreditation at Proficient Teacher occur concurrently.

Teachers who have not been required to achieve accreditation earlier in their career do not have to be accredited at the Proficient Teacher level prior to electing to undertake accreditation at Highly Accomplished Teacher and/or Lead Teacher but must have been assessed as satisfactory in their two most recent annual performance and development assessments before commencing accreditation at Highly Accomplished Teacher level or three most recent annual performance assessments before commencing accreditation at Lead Teacher.

4. Considering accreditation at the higher career stages

Accreditation is the structured process through which teachers demonstrate quality evidence-based practice over time, by applying the knowledge and skills articulated in the standards.

Teachers seek accreditation at the higher career stages as a means of having their current higher level capabilities as a teacher recognised. Voluntary accreditation at the Highly Accomplished Teacher and Lead Teacher career stages provides a structured process for this recognition by the teaching profession.

Accreditation at the higher career stages is an individual process which is organised and managed by the teacher. Teachers undertaking accreditation at the higher career stages are responsible for planning and managing their online submission and working with referees and the external observer.

5. Teacher Accreditation Authority – Highly Accomplished/Lead Teacher (TAA (A/L))

Consistent with the Teacher Accreditation Act 2004 the Secretary, Department of Education has delegated the Directors, Public Schools NSW as the Teacher Accreditation Authority (TAA (A/L)) with responsibility for making accreditation decisions at the stages of Highly Accomplished Teacher and Lead Teacher for teachers in NSW government schools.

The role of the TAA (A/L) is to consider the accreditation submission against the standards and make the decision as to whether it meets the standards. The way in which the TAA (A/L) does this is described in this document.

6. Role of the NSW Education Standards Authority (the Authority)

On 1 January 2017 the Board of Studies, Teaching and Educational Standards (BOSTES) has changed its name to the NSW Education Standards Authority (referred to as “the Authority”).

The Authority manages accreditation at the career stages of Highly Accomplished Teacher and Lead Teacher. This includes:

- managing preliminary applications and submissions from teachers;
- training TAAs (A/L) and officers who assist the TAA (A/L);
- selecting, training and allocating external observers;

- training and convening the Moderating and Consistency Committee (MCC); and
- professional development requirements for maintenance of accreditation.

The Department follows the procedures specified by the Authority and documented in their [Policy for Accreditation at Highly Accomplished and Lead Teacher](#). Teachers need to be familiar with this policy and use it to guide their accreditation submission. The Authority provides support material on their website and can provide advice about the standards and the accreditation submission. For further information contact the Authority.

7. Role of the principal and line manager

Principals discuss the preliminary application with the teacher. In the case of a principal applying for accreditation, the discussion is with their line manager, their Director, Public School NSW. The term “line manager” used in this document refers to the Director, Public Schools NSW of a principal who is a candidate for higher level accreditation.

In the case of a principal applying for accreditation, the Director, Public Schools NSW will put in place arrangements with another Director to act as TAA (A/L) to ensure no conflict of interest arises.

After the teacher has advised the Authority that they are proceeding with an accreditation submission, the principal will receive an online acknowledgement from the Authority to confirm they are aware that the submission has been lodged.

The principal has a role to engage with and support the teacher to understand the standards and review their practice against the standards.

The principal is required to conduct one of the two school based lesson observations of the teacher and write an observation report on what aspects of practice and which standards descriptors were the focus of the observation.

At the time of the external observation the principal may need to be available for a discussion with the observer.

In their role as a referee, the principal or line manager contributes evidence against the standard descriptors as requested by the teacher.

The role of the principal is described in Appendix 1C of this document.

8. Payment of fees to the NSW Education Standards Authority

Teachers who complete the optional online preliminary application to undertake accreditation at Highly Accomplished Teacher and Lead Teacher are required by the Authority to pay a preliminary application fee.

Teachers pay a subsequent submission fee to commence the accreditation process. Payment of fees provides access to the Authority's Electronic Teacher

Accreditation Management System (eTAMS) used for managing accreditation submissions.

Once accredited, teachers are responsible for paying annual fees to the Authority. For more information see the Authority's website.

9. Timeframe

There is a maximum three year timeframe for a teacher to complete a submission at Highly Accomplished Teacher or Lead Teacher. An extension of time is available from the Authority to accommodate periods of leave if required.

10. Preparing for accreditation

10.1 Working with the standards

Understanding individual capability against the standards is fundamental to a successful accreditation submission. Teachers should assess their own practice against each of the standard descriptors and decide if they meet the standard to apply for accreditation at either Highly Accomplished Teacher or Lead Teacher.

To achieve accreditation at the higher career stages teachers must demonstrate that they have achieved each of the standard descriptors. Under the Australian Professional Standards for Teachers there are 37 standard descriptors to be addressed. Information on the standards and accreditation at the higher career stages is available on the Authority's website.

Discussion with colleagues and the principal can help teachers develop their understanding of their practice against the standards.

10.2 Preliminary application phase

Before commencing an online preliminary application it is recommended that the teacher discusses with their principal their current practice against the standards and their intention to commence an accreditation

submission. A principal planning to undertake an online preliminary application would engage in a discussion with their Director, Public Schools NSW as their line manager.

An online preliminary application completed via the Authority's website is strongly recommended as a means of assessing readiness to proceed with a submission.

It is an indicator of likely success rather than a guarantee of success.

10.3 Considering the result of the preliminary application

If individual feedback received from the Authority indicates moderate, low or very low likelihood of success it is strongly recommended that teachers do not proceed with the accreditation phase until the areas requiring development have been addressed.

If individual feedback received from the Authority indicates likelihood of success and the teacher intends to proceed, the teacher must engage in a discussion with their principal or line manager about their intention and the requirements of the accreditation process.

11. Developing an accreditation submission

The teacher must inform their principal that they have commenced their accreditation submission and become a candidate for either Highly Accomplished or Lead Teacher accreditation.

The evidence that makes up the accreditation submission comes from three sources:

- documentary evidence annotated against the standards;
- referee reports: and
- external observer report.

In addition to the above, candidates for Lead Teacher are also required to undertake a Lead Initiative over a period of 6 months or more and must include a statement about the Lead Initiative as part of their evidence. At least one referee will need to refer to the initiative and its impact in their referee statements against standard descriptors.

The candidate should make a careful selection of quality evidence, using the most appropriate source/s for particular standard descriptors. Overall, the contribution from these sources should be balanced and significant.

Candidates are advised to consult the Authority for information about evidence requirements.

11.1 Documentary evidence

Evidence is uploaded by the candidate to the Authority's website using the Electronic Teacher Accreditation Management System (eTAMS).

A succinct and thoughtful annotation of why each document demonstrates achievement of the standard descriptors is a significant feature of evidence.

Annotations on evidence should briefly:

- note the standard descriptors it reflects;
- explain how the document demonstrates these standard descriptors;
- explain why the document was chosen and how it was used, and
- indicate the impact or result of the work.

Annotations should tell the story of the document in terms that are specific to the standard descriptors, so that the TAA and the accreditation panel can easily appreciate the candidate's view on the link between the evidence document and the standard descriptors.

The documentation is to include two reports of observations of teaching conducted at the school. One observation is to be conducted by the principal or line manager. The observation reports are to show what aspects of practice and which of the standard descriptors were the focus of the observation.

It is essential that candidates save their documentation in PDF format. The PDF documents are uploaded to eTAMS.

11.2 Referee reports

A referee is a witness to the candidate's work who can attest to their achievement of the specific standard descriptors allocated to them by the candidate.

A referee is not a general advocate for the candidate.

A minimum of three referees (and a maximum of eight) are required to report on the standard descriptors identified by the candidate. One referee must be the principal (or line manager), one must be a colleague, and one must be a teacher who has received professional support from the candidate. The candidate should carefully consider the capacity of each individual referee to comment on different aspects of their practice against the identified standard descriptor.

Candidates developing accreditation submissions need to discuss the accreditation process with their referees.

Referees need sufficient time to:

- engage with and understand the standards at the higher career stages;
- understand the difference between standard descriptors at Highly Accomplished Teacher and Lead Teacher;
- prepare written statements of approximately 250 words for each standard descriptor requested;
- base their referee comments on their knowledge of the candidate's practice over time against the standard descriptors; and
- upload their referee statement in their online account.

Referee reports are an important aspect of an accreditation submission. Candidates are encouraged to carefully consider the number and range of standard descriptors on which each referee is asked to comment.

11. Developing an accreditation submission (cont)

Candidates should consider how different referees are in a position to comment on different aspects of their practice in relation to their identified standard descriptor. Candidates also need to consider the workload involved for referees when making the decision as to how many referees to involve.

Allowing referees sufficient time to draft and refine their comments against the candidate's identified standard descriptors is essential to support referees to provide accurate evidence of a teacher's capabilities.

11.3 External observation

As part of the accreditation process a candidate will have an external observation of their practice. The observation is requested through eTAMS. External observers undertake a negotiated onsite visit and write a report that is given to the candidate and the Authority. Candidates identify which standard descriptors are to be observed. Observation of two sessions of teaching practice is required.

The external observer is usually a practising teacher familiar with the subject or stage area of the teacher. External observers are trained by the Authority. The external observer considers the candidate's practice against the standard descriptors chosen by the candidate.

Candidates need to negotiate the timing of the external observation with the principal and ensure that the principal is informed of details and the extent of involvement of the school in the visit. Refer to the Authority for more information.

11.4 Lead Initiative

A candidate applying for accreditation at the level of Lead Teacher is required to complete a Lead Initiative in addition to demonstrating the standards against the descriptors.

The Lead Initiative should be linked to the school plan or the department's priorities and be implemented over a minimum of 6 months. The candidate needs to discuss the Lead Initiative proposal with their principal and seek their support.

The Lead Initiative focuses on improving education opportunities for students and/or inspiring colleagues to improve their own practice. It should enable the candidate to demonstrate a leading role in design, implementation and evaluation. The candidate should

be able to demonstrate evidence of the impact of the Lead Initiative on the knowledge, practice or engagement of their colleagues.

In addition to demonstrating the standards against the descriptors, a candidate for Lead Teacher must:

- discuss their Lead Initiative with their principal (or in the case of a principal, their Director, Public Schools, NSW) and seek their support
- submit a statement describing their Lead Initiative as part of their evidence for accreditation at the level of Lead teacher.
- have at least one referee refer to the Lead Initiative and its impact in their referee statement against standard descriptors.

11.5 Feedback opportunities during preparation of a submission

Candidates should not undertake an accreditation submission at the higher career stages in isolation. Seeking informal feedback throughout the process is recommended.

Feedback throughout the process of preparing a submission can come from engaging with colleagues, sharing approaches and talking regularly with the principal. Candidates may seek to network with others who are working through the process of compiling their submissions.

Local network groups, colleagues and the input of Teacher Quality Advisors are all valuable sources of information when thinking about the evidence and the standards.

A candidate may consider contacting their Teacher Quality Advisor to discuss their submission before it is finalised. This is an opportunity for general feedback and not a detailed review of the submission.

Candidates need to carefully assess all sources of feedback and advice as they develop their own submission against the standards.

Before a candidate decides to notify the Authority via eTAMS that their submission is complete, they should carefully review its coverage of each of the standard descriptors.

All sources of feedback are informal and developmental and should not be considered as definitive advice.

12. When an accreditation submission is complete

Once a candidate submits through the Authority's website, the Authority advises the Director, Public Schools NSW, as the TAA (A/L) that an accreditation submission has been completed. The TAA (A/L) or delegated officer sends an email acknowledgement to the candidate and the principal that the accreditation submission has been received and provides an indicative time frame for the consideration of the submission.

12.1 Accreditation panel

In the Department of Education the candidate's accreditation submission is considered by a panel consisting of the Director, Public Schools NSW as the TAA (A/L), a secondary principal and a primary principal. The panel can be formally assisted by one senior officer as designated by the TAA (A/L).

The TAA (A/L) may elect to involve a senior officer to assist with the management of panel meetings, accreditation submissions and enquiries. This officer does not have a role in making the accreditation decision against the standards.

The TAA (A/L) ensures no conflict of interest in establishing panels. The principal of a candidate will not take part in the evaluation panel for any teacher from their school.

The TAA is responsible for ensuring that confidentiality agreements are in place with all panel members. All panel members are asked to declare the extent of any prior knowledge of, involvement with, or interest in respect to any candidate who presents an accreditation submission.

All panel members and the officer assisting the panel must be trained with the Authority before commencing their role.

Each panel member is required to provide input into the assessment of an accreditation submission and formulation of advice to the TAA (A/L) before the TAA (A/L) provides their recommendation to the Authority.

Panels are convened in a time frame which allows for progression of submissions to the Moderating and Consistency Committee (MCC) without undue delay.

The TAA (A/L) is responsible to ensure that feedback about submissions is provided sensitively, confidentially and only by the TAA (A/L). Feedback is not provided by principals or other delegated officers.

TAA (A/L) are responsible for communicating with candidates and keeping records of communication.

12.2 Role of the Moderating and Consistency Committee (MCC)

The MCC is a committee of the Authority. It is responsible for providing accreditation advice to TAA (A/L) about teachers' accreditation submissions. The MCC considers accreditation submissions from teachers in all school sectors across NSW to ensure a consistent and fair application of the standards and provides advice to TAA (A/L) in regard to each accreditation submission.

The TAA (A/L) makes the decision as to whether or not they will forward a submission to the MCC for review and advice.

The TAA (A/L) must consider the advice of the MCC when making the final decision. If the TAA (A/L) decides not to follow the MCC advice, the TAA (A/L) must provide advice to the MCC as to the reasons for their final decision.

12. When an accreditation submission is complete (cont)

The MCC provides advice to the TAA (A/L). The TAA (A/L) is the final authority for the accreditation decision.

The Authority sets the dates of the MCC meeting held once each school term. Meeting dates vary and are published on the Authority's website.

<http://nswteachers.nsw.edu.au/about-us/quality-teaching-council-qtc/sub-committees>

12.3 Time frame for evaluating submissions

Evaluating higher level accreditation submissions requires a significant amount of time. Submissions are carefully considered by experienced educators in a number of stages. It takes time for full consideration of each accreditation submission.

It is expected that most submissions will be evaluated and communication about the result will be finalised in line with the indicative time frame described. Exact timing is dependent on scheduling of the MCC meeting by the Authority and the impact of school holiday periods which are not included in the time frame.

If a TAA (A/L) provides an opportunity for resubmission a further period of up to 3 months is made available and the evaluation time frame would then recommence.

Timing of the accreditation panel meetings and the schedule of meetings of the MCC can impact on the time it takes for a TAA (A/L) to make a final accreditation decision.

There may be situations where the timing of the MCC meeting does not allow for communication of decisions before the end of term and the time frame will be delayed.

Candidates can use the following table as a guide to the likely timing of the progress of a submission through the evaluation process.

Candidates are advised to finalise their submissions in time to be assessed in preparation for the MCC each term.

Candidates must submit by the end of 6 weeks before the date of the MCC in order for their submission to be considered for that MCC meeting. Submissions received later than the cutoff date will be considered in time for the MCC meeting in the following term.

Indicative timeframe for evaluating submissions

ACTION	
By 6 weeks before MCC	Candidate submits
2 week period	Administration within DoE
1 week period	Week allocated to panel meeting
1 week period	TAA makes recommendation and communicates with the Authority
2 week period	Administration at the Authority
1 week period	Week allocated to MCC meeting
2 week period	Administration at the Authority
1 week period	TAA considers MCC advice and makes decision
1 week period	TAA communicates decision
2 – 5 week period	Further contact between TAA and candidate may also be required, for example an opportunity to seek feedback on an unsuccessful submission.

12.4 Decisions by TAAs (A/L) on submissions

After a panel meeting, the TAA (A/L) forwards the submission to the MCC with an initial recommendation to accredit or not to accredit. The TAA (A/L) has a number of options.

1. If the TAA (A/L) is considering accrediting the candidate, they must forward the candidate's final submission to the MCC with that recommendation.
2. The TAA (A/L) may make a decision not to accredit without consideration by the MCC. The TAA (A/L) can communicate the decision not to accredit directly to the candidate and not provide the submission to the MCC.
3. Alternatively, when a TAA (A/L) is considering a recommendation not to accredit they may choose to provide the submission to the MCC for consideration.
4. If a TAA (A/L) considers that minor revisions would be appropriate the TAA (A/L) may advise the candidate as to the adequacy of their submission.

12. When an accreditation submission is complete (cont)

Such feedback may include advice to further develop an aspect of the submission and the offer of an opportunity for resubmission.

The TAA (A/L) may require the candidate to amend their submission and if so, will provide up to three months for the candidate to do so. Three months is the maximum time period available for resubmission.

The TAA (A/L) cannot guarantee at the time of providing feedback that the submission will be successful following resubmission.

Candidates also need to be aware that submission to the MCC does not guarantee accreditation.

12.5 Communicating the accreditation decisions

Where the TAA (A/L) determines that a candidate meets the requirements for accreditation they will enter this decision into eTAMS. The date the decision is entered into eTAMS becomes the accreditation date. The TAA (A/L) advises the candidate in writing of the decision.

The TAA (A/L) is responsible for the distribution or presentation of the Authority's Certificate of Accreditation.

Where the TAA (A/L) determines that a candidate's submission does not meet the requirements for accreditation they must notify the Authority in writing.

Where the TAA (A/L) determines that a teacher does not meet the requirements for accreditation, the TAA (A/L) will advise the teacher of the decision not to accredit. Teachers whose accreditation submissions have not been successful should be informed verbally as well as formally in writing.

Written advice of the decision will include information about the internal review process.

If the teacher was required to be accredited prior to an unsuccessful submission at Highly Accomplished or Lead Teacher, the teacher's accreditation status remains at Proficient Teacher.

As part of the written communication advising of the decision not to accredit, a subsequent opportunity for verbal feedback on the submission against the standards should be offered to assist teachers whose submissions have not been successful to understand the reasons why they did not meet requirements. The TAA (A/L) is required to inform a teacher of the decision not to accredit in an appropriate and sensitive manner.

As the TAA for accreditation at Highly Accomplished Teacher and Lead Teacher, the decision of the Director, Public Schools NSW as to whether or not the teacher has demonstrated the standards is final. However, the procedure used in reaching the decision is subject to internal review.

12.6 The department's internal review process

A request by a teacher for an internal review of the decision not to accredit must be:

- based on issues of procedure
- made in writing
- supported by documentary evidence; and
- made within 28 days of the teacher being informed in writing by the Director, Public Schools NSW of the accreditation decision.

The request by a teacher for an internal review is to be made to the Executive Director, Public Schools NSW of the operational directorate in which the teacher is working (Tamworth, Wagga Wagga, Macquarie Park and Ultimo). A response to the teacher's request for an internal review will occur within 21 days from receipt by the Executive Director, Public Schools NSW.

If the decision not to accredit is upheld following the internal review, the teacher may apply to the NSW Civil and Administrative Tribunal (NCAT) for an appeal of the accreditation decision. Advice about this process will be provided in writing by the Executive Director, Public Schools NSW of the operational directorate.

13. Maintenance of accreditation

In order for teachers to continue to be recognised as being accredited at the stage of Highly Accomplished Teacher or Lead Teacher they must maintain their accreditation.

Teachers need to maintain their practice at the higher career stage, pay the annual fee to the Authority, undertake professional development at the appropriate level and submit a maintenance report. This report should demonstrate how the teacher's practice has continued to demonstrate the standards at the accredited level over the maintenance period. It should include specific examples of practice and the impact of practice against the standards.

The period for a full time teacher to meet maintenance of accreditation requirements is five years. The period for a casual or part-time teacher to meet maintenance of accreditation requirements is seven years.

During each maintenance period, teachers must complete continuing professional development which comprises:

- 20 hours of Authority registered professional development at their level of accreditation or higher; and
- 80 hours of Teacher Identified professional development, 20 hours of which should be Professional Commitment activities.

Some examples of Professional Commitment activities are:

- mentoring teachers;
- supervising pre-service teachers including interns;
- coaching teachers;
- leading professional development;
- developing and implementing projects, including research, in their school and the wider education community;
- leading educational forums in the school, or professional teaching associations or networks;
- writing for publications that contribute to professional knowledge and discussion for teachers;
- leading activity in professional associations or teacher networks; and
- managing and/or leading community organisations connected to the school.

Refer to the [Authority's Maintenance of Accreditation at Professional Accomplishment and Professional Leadership Policy](#) for full information on maintenance requirements.

14. Failure to maintain accreditation at the higher levels

Teachers need to maintain their practice at the higher career stages.

Teachers who do not maintain accreditation at Highly Accomplished or Lead Teacher level will lose that accreditation status and return to Proficient Teacher.

Teachers who were not required to be accredited at Proficient Teacher will lose their accreditation status.

For further information on processes for teachers who do not maintain their higher level accreditation refer to the Authority.

15. Contacts and key resources

For information including policy regarding the accreditation processes, online submissions, leave and extensions of the accreditation period, guides to support the collection of evidence, and information on all aspects of accreditation at the higher career stages contact the Authority.

The Authority's website provides detailed information on all aspects of accreditation including a number of resources to support the development of accreditation submissions.

For information about DoE policies and procedures regarding teacher accreditation contact the Department's Human Resources Directorate on 9836 9000.

16. Additional resources

The website of the Australian Institute for Teaching and School Leadership (AITSL) <http://www.aitsl.edu.au/> provides information on the Australian Professional Standards for Teachers and a wide range of materials describing accreditation: <http://www.certification.aitsl.edu.au/>

The department's Leadership and High Performance directorate provides resources to support those seeking and maintaining higher levels of accreditation.

The Leadership Pathways website provides resources to support all current and aspiring leaders. <https://education.nsw.gov.au/leadership-pathways>

The Teaching Standards in Action website provides clear, concise support for the teaching standards, accreditation and registered professional development. It provides a suite of QTC registered professional development courses (approximately 100 hours) at the Proficient, Highly Accomplished and Lead career stages. www.tsa.det.nsw.edu.au

Appendix 1A

Checklist for teachers

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- | | | |
|-------|---|--------------------------|
| 1 | been assessed as satisfactory in my: <ul style="list-style-type: none">▪ 2 most recent annual performance and development reviews if applying for Highly Accomplished Teacher or;▪ 3 most recent annual performance and development reviews if applying for Lead Teacher | <input type="checkbox"/> |
| <hr/> | | |
| 2 | become familiar with the standards and the accreditation process at Highly Accomplished Teacher and Lead Teacher | <input type="checkbox"/> |
| <hr/> | | |
| 3 | reflected on my professional practice in relation to the standards and decided upon the level at which I will seek accreditation | <input type="checkbox"/> |
| <hr/> | | |
| 4 | decided to undertake an online preliminary application and discussed this with my principal or line manager* for principals seeking accreditation (understanding that this is strongly recommended) | <input type="checkbox"/> |
| <hr/> | | |
| 5 | paid an initial fee to the Authority which allows me to access and complete my online preliminary application via eTAMS | <input type="checkbox"/> |
| <hr/> | | |
| 6 | completed and lodged my online preliminary application | <input type="checkbox"/> |
| <hr/> | | |
| 7 | obtained feedback from the Authority as to the likelihood of my success (i.e. if moderate, low or very low likelihood of success I have begun to address the areas requiring development and may choose to re-apply | <input type="checkbox"/> |
| <hr/> | | |
| 8 | discussed my intent to proceed with an accreditation submission with my principal or line manager (they must then complete an online acknowledgement) | <input type="checkbox"/> |
| <hr/> | | |
| 9 | discussed my accreditation with my proposed referees (minimum three, one of whom must be current principal or line manager) and sought their support | <input type="checkbox"/> |
| <hr/> | | |
| 10 | paid a subsequent fee to Authority to commence my accreditation submission | <input type="checkbox"/> |
| <hr/> | | |
| 11 | logged onto eTAMS to commence my submission | <input type="checkbox"/> |
| <hr/> | | |
| 12 | nominated the standard descriptors which each referee will be supporting by logging onto my eTAMS profile | <input type="checkbox"/> |
| <hr/> | | |
| 13 | commenced collecting, annotating and entering evidence over time to support my accreditation submission and demonstration of all the standards descriptors. | <input type="checkbox"/> |
| <hr/> | | |
| 14 | had two observation reports of my teaching completed by my principal and one other person in the school. | <input type="checkbox"/> |
-

Appendix 1A

Checklist for teachers

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- | | | |
|----|---|--------------------------|
| 15 | negotiated the timing of the external observer visit and discussed this with my principal or line manager | <input type="checkbox"/> |
| 16 | engaged in the external observer visit, followed up discussion/s and read my online report which forms part of my supporting evidence | <input type="checkbox"/> |
| 17 | engaged in further discussions with my principal or line manager to obtain feedback on my accreditation submission prior to finalising | <input type="checkbox"/> |
| 18 | finalised my accreditation submission with the Authority recognising the Director, Public Schools NSW will make the decision (with the panel's input) | <input type="checkbox"/> |
| 19 | received notification, an accreditation number and a Certificate of Accreditation from the Authority when successfully accredited | <input type="checkbox"/> |
| 20 | In the case of not being accredited I have received feedback on my submission and been notified of the internal review process | <input type="checkbox"/> |
-

Appendix 1B

Checklist For Directors, Public Schools NSW

I have:

- | | | |
|----|---|--------------------------|
| 1 | become familiar with the relevant documents concerning accreditation at Highly Accomplished Teacher and Lead Teacher | <input type="checkbox"/> |
| 2 | engaged in discussions with principals to support them in developing their understandings of the standards and the accreditation framework for the higher career stages | <input type="checkbox"/> |
| 3 | received notification of login details from the Authority and have familiarised myself with the Electronic Teacher Accreditation Management System (eTAMS) | <input type="checkbox"/> |
| 4 | convened and briefed an accreditation panel comprising a secondary principal and a primary principal, who will assist me to make recommendations to the Authority about accreditation submissions | <input type="checkbox"/> |
| 5 | designated a senior officer to assist the panel if required | <input type="checkbox"/> |
| 6 | ensured panel members and the senior officer have received training from the Authority and signed confidentiality agreements | <input type="checkbox"/> |
| 7 | ensured processes are in place to communicate with teachers about their accreditation submissions | <input type="checkbox"/> |
| 8 | received notification from the Authority that the candidate has completed the accreditation process and sent an email confirmation to the principal or line manager* | <input type="checkbox"/> |
| 9 | confirmed receipt of the candidate's final accreditation submission and alerted the accreditation panel | <input type="checkbox"/> |
| 10 | met with the panel to review the supporting evidence and accreditation submission including referee and external observer reports | <input type="checkbox"/> |
| 11 | made a decision as to whether to provide feedback with an opportunity to further develop some aspects of a submission within a specific 3 month time frame | <input type="checkbox"/> |
| 12 | made a recommendation with the panel's input | <input type="checkbox"/> |
| 13 | made a decision whether or not to seek advice from the MCC (if deciding not to accredit) | <input type="checkbox"/> |
| 14 | forwarded the candidate's accreditation submission and recommendation electronically to the Authority for consideration by the MCC | <input type="checkbox"/> |
| 15 | received advice from the MCC | <input type="checkbox"/> |
| 16 | considered the MCC's advice and made a final decision regarding accreditation at the level of Highly Accomplished Teacher or Lead Teacher | <input type="checkbox"/> |

*Line managers are for principals and is their Director, Public Schools NSW.

Appendix 1B

Checklist For Directors, Public Schools NSW

I have:

-
- 17 Informed the Authority of my final decision
-
- 18 In the case of a decision to accredit, I have:
- a) contacted the teacher to verbally inform them of my decision to accredit
 - b) provided formal written advice to the teacher confirming their accreditation with a copy to their principal or line manager
 - c) received the teacher's Certificate of Accreditation from the Authority and ensured it is distributed or presented to the accredited teacher
-
- 19 In the case of a decision not to accredit I have:
- a) contacted the teacher to verbally inform them of my decision not to accredit
 - b) followed up the verbal advice with a letter including:
 - formal notification of the decision not to accredit
 - an opportunity to meet to provide appropriate feedback regarding the accreditation submission with the opportunity to have a support person such as their principal, at the feedback meeting
 - advice regarding the appeal process
 - c) sent an email to the relevant principal or line manager to notify them of the final decision.
-

Appendix 1C

Checklist For Principals And Line Managers

I have:

-
- 1 confirmed that the teacher has been assessed as satisfactory in their:
 - 2 most recent annual performance and development reviews if applying for Highly Accomplished Teacher or;
 - 3 most recent annual performance and development reviews if applying for Lead Teacher

 - 2 become familiar with the relevant documents concerning accreditation at Highly Accomplished Teacher and Lead Teacher

 - 3 engaged in discussions with the teacher and supported him/her in developing his/her understanding of the standards and the accreditation framework

 - 4 discussed with the teacher his/her online preliminary application

 - 5 engaged in a subsequent discussion with the teacher to confirm whether they intend to proceed (after the teacher has received feedback from the Authority regarding his/her online preliminary application)

 - 6 been advised the teacher is proceeding with an accreditation submission and completed an online acknowledgement with the Authority to indicate discussion with the teacher has occurred

 - 7 confirmed the teacher meets the eligibility requirements for the accreditation level

 - 8 engaged with and supported the candidate (a teacher who has commenced the accreditation process at Highly Accomplished or Lead Teacher is considered to be a candidate) to understand the standards and review their practice against the standards

 - 9 supported the candidate in negotiating the timing of external observer visit and been available for the visit if required

 - 10 engaged in further discussions with the candidate about his/her supporting evidence and demonstration of all the standard descriptors

 - 11 given feedback to the candidate about the finalisation of his/her accreditation submission after engaging in discussions

 - 12 provided evidence against the standard descriptors in my referee reports

 - 13 completed the observation report indicating what aspects of practice and which standard descriptors were the focus of the observation

 - 14 in the case of a decision not to accredit, ensured the teacher is aware of the opportunity for feedback on the submission and the internal review process
-

*Line managers are for principals and is their Director, Public Schools NSW.

Appendix 2

Glossary

Term	Definition
Australian Institute for Teaching and School Leadership (AITSL)	The Institute is a national body established to provide leadership for Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.
Australian Professional Standards for Teachers	The Australian Professional Standards for Teachers is a framework that provides a common reference point to describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.
Candidate	Teacher or principal who is undertaking voluntary accreditation at the higher career stages of Highly Accomplished Teacher and Lead Teacher and has paid their submission fee to the Authority and commenced the accreditation process.
Certificate of Accreditation	The award issued by the Authority to teachers who achieve accreditation at Highly Accomplished Teacher or Lead Teacher.
Electronic Teacher Accreditation Management System (eTAMS)	The online facility managed by the Authority which enables teachers undertaking accreditation to enter supporting evidence and documentation electronically under their eTAMS profile.
External Observer	An experienced teacher who is external to the teacher's school. External Observers undertake negotiated observations in order to review and comment on the teacher's demonstration of the standard descriptors. External Observers engage in discussions with the teacher and provide feedback in the form of an online report. External Observers are teachers that are selected, trained and allocated by the Authority.
Fees	An annual fee is payable by every accredited teacher at all levels. Invoices are sent annually by the Authority. For the levels of Highly Accomplished Teacher and Lead Teacher a fee is required to undertake a preliminary application and a subsequent fee to commence an accreditation submission in addition to an annual fee.
Highly Accomplished Teacher	A key stage of teacher accreditation for experienced and highly successful teachers. The standards describe what teachers are expected to demonstrate at the level of Highly Accomplished Teacher.
Lead Teacher	A key stage of teacher accreditation for outstanding teacher leaders, which encompasses non-positional leadership as well as promotional leadership. The standards describe what teachers are expected to demonstrate at the level of Lead Teacher.
Leave of absence	Teachers who have a break in employment service which interrupts the accreditation process, or accredited teachers who have a break in employment service which interrupts the maintenance of accreditation, can apply to the Authority for a leave of absence.

Appendix 2

Glossary

Term	Definition
Maintenance of accreditation	Accreditation is maintained by paying the annual fees to the Authority, continuing to demonstrate the standards and participating in ongoing professional development.
Moderating and Consistency Committee (MCC)	A cross-sectoral committee selected and monitored by the Authority. The Moderating and Consistency Committee provides accreditation advice regarding teacher submissions for accreditation at the higher levels to Teacher Accreditation Authorities. The committee provides advice based on the appropriateness and adequacy of the evidence in relation to the standards, adhering to objective criteria and agreed benchmarks.
NSW Education Standards Authority (the Authority)	The independent statutory authority established under the Teacher Accreditation Act 2004 and the Board of Studies, Teaching and Educational Standards Act 2013 to support quality teaching. (Formerly the Board of Studies, Teaching and Educational Standards (BOSTES))
Preliminary application phase	A phase which provides teachers with an opportunity to have their achievements assessed in broad terms. This phase gives an indication of the likelihood of success in meeting the accreditation requirements to teachers if they decide to proceed with the accreditation process.
Referees	The people who contribute to a teacher's submission in relation to some of the standard descriptors. Referees verify a teacher's capacity to meet the standards by completing an online report which relates directly to particular standard descriptors nominated by the teacher.
Standard descriptors	Each standard is separated into descriptors. To achieve accreditation at the higher career stages teachers must demonstrate that they have achieved each of the 37 standard descriptors.
Supporting evidence	Teachers are required to collect, collate, annotate and enter documentation as supporting evidence in their accreditation submission. At the career stages of Highly Accomplished Teacher and Lead Teacher evidence is required for all of the standard descriptors.
Teacher Accreditation Authority (TAA)	The person or body authorised by the Secretary, Department of Education under the Teacher Accreditation Act 2004 to accredit in government schools. This is the Director, Public Schools NSW for the level of Highly Accomplished and Lead Teacher accreditation.
Teacher Quality Advisor	Officer employed in the Department's operational directorates whose role includes support with accreditation questions.