

Sydney Distance Education High School



Performance and Development, Induction and Accreditation Teaching & Non Teaching Staff Policy and Procedures

11 February 2020

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Acknowledgement: Teacher Observation form adapted from form developed by Whitebridge High School with thanks.

PREFACE

This document describes the policy and procedures for all teachers employed at Sydney Distance Education High School, in three important areas.

1. Performance and Development

- Achieving and maintaining professional standing with the NSW Educational Standards Authority (NESA), through performance and development processes. These include the annual formulation and completion of a Performance and Development Plan (PDP) based on demonstration of the Australian Professional Standards for Teachers (the Standards), as well as required ongoing professional learning and development.

2. Induction and Support

- A program to support teachers new to the school and to the profession.

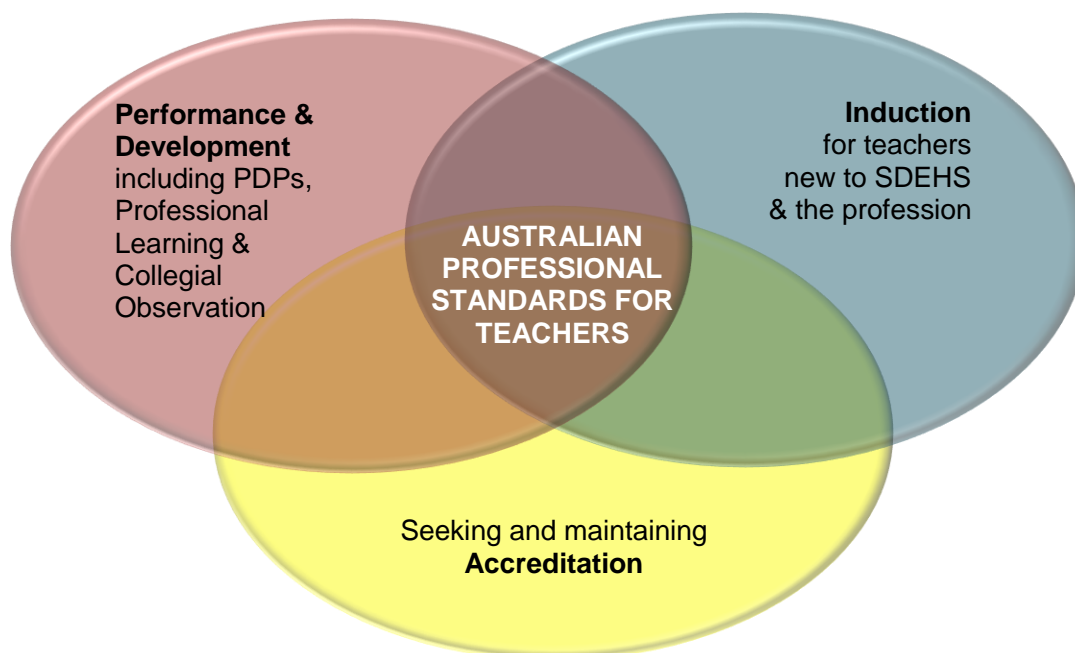
3. Accreditation

- Seeking and maintaining accreditation with NESA at the mandatory Proficient Teacher level, and at Highly Accomplished and Lead Teacher levels for those teachers voluntarily wishing to pursue a higher career level.

All three areas are underpinned by the Australian Professional Standards for Teachers (the Standards). These apply Australia wide, and describe the key elements of quality teaching which improve educational outcomes for students. They articulate what teachers are expected to know and be able to do at each of the four career stages:

- Graduate Teacher
- **Proficient Teacher** – mandatory for all NSW government school teachers
- Highly Accomplished Teacher
- Lead Teacher

In NSW, achievement of accreditation at the mandatory level of **Proficient Teacher** requires demonstration that the teacher meets the standards at that level (Appendix 1).



PART 1: PERFORMANCE & DEVELOPMENT – TEACHER

1.1 Department requirements

Effective teacher performance and development requires a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams. To support this culture of performance, development and ongoing evaluation all teachers employed in NSW government schools develop a *Performance and Development Plan* (PDP). *The Performance and Development Framework* is referenced in the Terms of Settlement (27 November 2013) for the Salaries and Conditions Award 2014–2016 for teachers in NSW government schools.

Performance and development processes apply to permanent, temporary and casual teachers as well as executives and principals employed in NSW public schools. These processes also apply to specialist teachers such as school counsellors.

1.2 Performance and Development Framework

All teachers are introduced to the *Performance and Development Framework* before developing a Performance and Development Plan. This includes viewing or reading the *Joint Training Presentation* co-developed by the Department and the NSW Teachers Federation.

New teachers to the school, or teachers who have not participated in this introduction, collect a package of materials from the front office which includes the mandatory *Joint Training Presentation* and accompanying professional learning materials:

- Australian Professional Standards for Teachers
- Performance and Development FAQs; Performance and Development FAQs
- Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools

When teachers have viewed and read the professional learning materials, they complete and sign the *Performance and Development Plan Declaration* (Appendix 3) and have it signed by their supervisor. Teachers return the *Declaration* to the front office within three weeks of starting work at the school so their name can be recorded on the school's *Performance and Development Plan Register*. All documentation and professional readings are also available through the Performance and Development link on the school intranet.

1.3 Performance and Development Plan

The performance and development process involves three distinct phases:

- Plan
- Implement
- Review

The phases encompass the various activities teachers, executives and principals are already undertaking in the normal course of their work.

The Performance and Development (PD) Framework for Principals, Executives and Teachers in NSW Public Schools explains how to implement the Performance and Development process.

Performance and Development Plans are completed using the Performance and Development Plan (PDP) template. Teachers, executive and senior executive teachers complete their plans in consultation with their Head Teacher or supervisor.



1.3.1 Temporary and casual teachers

Every casual teacher who teaches on a regular basis will be expected to develop a PDP. Casual teachers working on a regular basis will be considered to be those working on average one day per week or more on a regular basis and no less than 42 days across the school year (for example, 42 days in the school year, across 12 fortnightly pay periods and average 3.5 days per fortnight).

The overarching guiding principles are that the regularity of casual work allows for a meaningful performance and development process to be undertaken and that there is sufficient relationship in existence with a predominant school to enable such a process. This means that schools will be required to identify and anticipate those casual teachers they are likely to engage on a regular basis.

For those teachers who are working on a regular basis the teacher will be given access to a supervisor with whom they can work within the predominant school to which they are attached. The teacher and the supervisor will collaborate on the development of goals and activities associated with the PDP, and will have professional discussions about the teacher's performance and classroom observation of teaching practice as per the Framework.

Teachers working intermittently or infrequently (ie not deemed to be a regular casual) will not be required to complete a PDP. It is important that teachers who are required to be accredited are aware of the mandatory accreditation requirements.

If a PDP is being completed in another NSW government school, the SDEHS *Performance and Development Plan Declaration* (Appendix 3) must be completed to this effect.

1.3.2 Teachers new to the school

The *Teacher Entry on Duty Process* at SDEHS (Appendix 2) requires that teachers new to the school complete a range of training, including mandatory training for anaphylaxis, emergency care and the annual child protection updates, before they start teaching. In addition, teachers new to the school who have not completed the performance and development professional learning requirements need to collect, from the front office, a Performance and Development Professional Learning Package. When the performance and development training is completed, the teacher signs the *Performance and*

Development Plan Declaration (Appendix 3) and has it signed by their supervisor before returning it to the front office. If completing a PDP at another NSW government school, the teacher declares this by signing the relevant section of the *Declaration*. Both the performance and development training and the signing of the Declaration must occur within 3 weeks of the teacher starting work at SDEHS.

1.3.3 Annual timeline

PLAN – Term 1 – developing a PDP

Most PDPs will have been developed and signed off at the Term 4 annual review meeting the previous year. For teachers new to the school or returning from leave, PDPs should be developed during the first two weeks they are employed at the school and finalised by the end of Week 3. The PDPs are given to Deputy Principals by the end of Week 4, and to the Principal by the end of Week 6. They are then copied and recorded, and returned to teachers and supervisors.

IMPLEMENT – Terms 2 and 3 – implementation at the school and self-assessment

Teachers implement their PDPs, record adjustments made to the PDP and complete the Review: Self-Assessment, which is signed by teachers and supervisors by the end of Week 8 Term 2.

In addition, all teachers complete the *Teaching Requests* form (including faculty roles) (Appendix 4) for the following year by the end of Week 6 Term 3. This process is part of the school's *Teaching Allocation Policy and Procedures*.

REVIEW – Term 4 – Annual review

Teachers complete the Annual Review of their PDP by the end of Week 6 Term 3. Signed by teachers and supervisors, the documents are given to Deputy Principals and then to the Principal by the end of Week 7. Completed PDPs are copied and recorded and returned to teachers and supervisors.

Teachers who teach in more than one faculty have a single annual review meeting. This can be with one Head Teacher as negotiated, or with all relevant Head Teachers.

Teachers also bring their proposed PDP for the following year to the meeting. The PDP is discussed and signed by the teacher and supervisor, or if refinements are needed another meeting is arranged before the end of Week 8 so that the PDP can be signed and given to Deputy Principals and then to the Principal by the end of Week 8.

Performance Development Plan Timeline Summary	
Term 1	<ul style="list-style-type: none"> Where a teacher did not develop a PDP in Term 4 of the previous year (staff on leave or new staff), PDP is developed by the end of Week 2. Teachers give to supervisors by the end of Week 3. Supervisors give to Deputy Principals by the end of Week 4. Deputy Principals give to Principal by end of Week 6.
Term 2	<ul style="list-style-type: none"> Teacher implements PDP, records adjustments. Teacher continues to implement PDP, completes self-assessment and signs off by the end of Week 8.
Term 3	<ul style="list-style-type: none"> Teacher submits <i>Teaching Requests</i>, including faculty roles for the following year to Head Teacher by the end of Week 6.
Term 4	<ul style="list-style-type: none"> Teacher completes annual review and develops PDP for following year Teacher meets with supervisors by the end of Week 6 and, if refinement required, meets again before the end of Week 8.

1.4 Collegial Observations

The direct observation of classroom practice is an essential element of the *Australian Teacher Performance and Development Framework*. Observations should be negotiated and linked to the teacher's goals and the appropriate standards.

Observations are negotiated in a collegial, respectful and supportive manner, undertaken by a chosen colleague and documented.

Documented observations of the leadership practices of executives and principals are also conducted. In the case of executives and principals with teaching responsibilities, the colleague will undertake and document a mix of observations of both teaching and leadership practices, as agreed with the supervisor by the executive or Principal.

1.4.1 Sydney Distance Education High School Collegial Observation Policy

The Sydney Distance Education High School Collegial Observation Policy (Appendix 5) outlines agreed protocols in planning, conducting and providing collegial feedback including classroom observations. It is important that all teachers read the policy before planning, participating in or providing feedback for collegial observation.

At SDEHS, each teacher will have at least two documented observations each year. Teachers may request an additional observation if they wish.

Observations for a classroom teacher include:

- One observation by supervisor and one peer observation; or two observations by supervisor.
 - One observation should be workplace practice or classroom observation eg phone lesson, study day, field service visit, Adobe Connect lesson, elearning forum, email backwards and forwards. That is, it should involve some form of real-time connection.
 - The second observation may be the same as above, or may be a faculty, team or staff meeting where the teacher is presenting or teaching something to peers eg where the teacher's instructional capacity is being observed.
- A request in advance from the teacher to a supervisor or peer that they observe them.

Observations for an executive teacher, senior executive teacher and staff not in classrooms include a total of two observations that may include:

- One observation by supervisor and one peer observation, or two observations by supervisor.
- Two classroom observations or two presentations such as addressing staff or faculty meetings.
- A request from the executive teacher, senior executive teacher or staff not in classrooms to the observer, in advance, that they wish to be observed.

1.4.2 Sydney Distance Education Teaching Observation Template

SDEHS has produced a template (Appendix 6) to be used in collegial observations to provide feedback and reflection for the participants, as well as a formal record of the observation.

Part 1 Appendix 1: Australian Professional Standards for Teachers – Proficient teacher

Domain	Standard	
	Focus Area	Descriptor
Professional Knowledge	Standard 1: Know students and how they learn	
	1.1.2	Physical, social and intellectual development and characteristics of students Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
	1.2.2	Understand how students learn Structure teaching programs using research and collegial advice about how students learn.
	1.3.2	Students from diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
	1.4.2	Strategies for teaching Aboriginal and Torres Strait Islander students Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
	1.5.2	Differentiate teaching to meet the specific learning needs of students across the full range of abilities Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
	1.6.2	Strategies to support full participation of students with disability Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
	Standard 2: Know the content and how to teach it	
	2.1.2	Content and teaching strategies of the teaching area Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
	2.2.2	Content selection and organisation Organise content into coherent, well-sequenced learning and teaching programs.
	2.3.2	Curriculum, assessment and reporting Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
	2.4.2	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
	2.5.2	Literacy and numeracy strategies Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
	2.6.2	Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Image: PDP, Induction & accreditation policy

T:\Office\DECDATA\Principal\School Policies\PDP forms used in policy\Australian Professional Standards for Teachers (app 1).docx

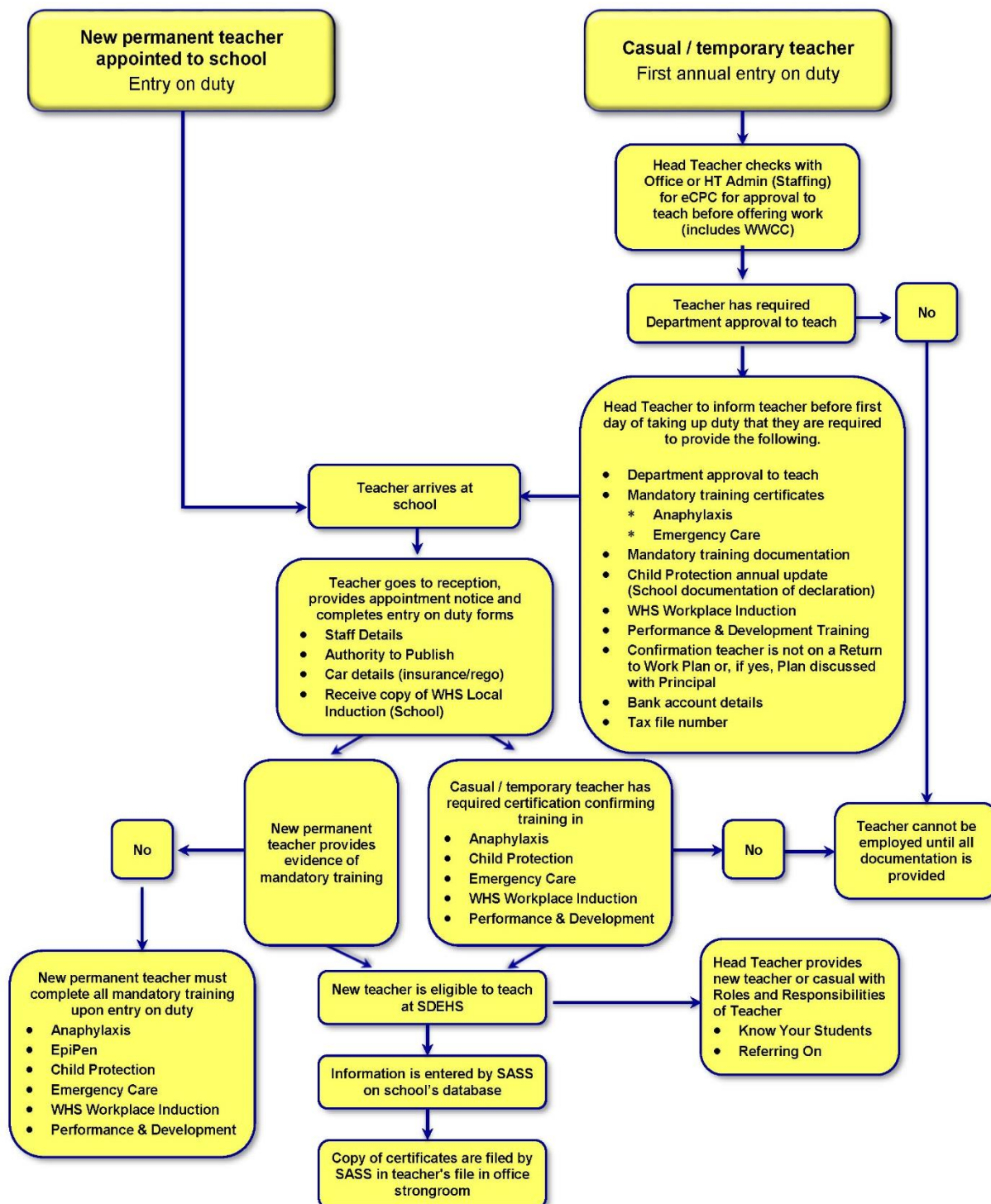
Domain	Standard	
	Focus Area	Descriptor
Professional Practice	Standard 3: Plan for and implement effective teaching and learning	
	3.1.2	Establish challenging learning goals Set explicit, challenging and achievable learning goals for all students.
	3.2.2	Plan, structure and sequence learning programs Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
	3.3.2	Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
	3.4.2	Select and use resources Select and/or create and use a range of resources, including ICT, to engage students in their learning.
	3.5.2	Use effective classroom communication Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
	3.6.2	Evaluate and improve teaching programs Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
	3.7.2	Engage parents/ carers in the educative process Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.
	Standard 4: Create and maintain supportive and safe learning environments	
	4.1.2	Support student participation Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
	4.2.2	Manage classroom activities Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
	4.3.2	Manage challenging behaviour Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
	4.4.2	Maintain student safety Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.
	4.5.2	Use ICT safety, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
	Standard 5: Assess, provide feedback and report on student learning	
	5.1.2	Assess student learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
	5.2.2	Provide feedback to students on their learning Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
	5.3.2	Make consistent and comparable judgements Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
	5.4.2	Interpret student data Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
	5.5.2	Report on student achievement Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Domain	Standard		
	Focus Area		Descriptor
Professional Engagement	Standard 6: Engage in professional learning		
	6.1.2	Identify and plan professional learning needs	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
	6.2.2	Engage in professional learning and improve practice	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
	6.3.2	Engage with colleagues and improve practice	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
	6.4.2	Apply professional learning and improve student learning	Undertake professional learning programs designed to address identified student learning needs.
	Standard 7: Engage professionally with colleagues, parents/carers and the community		
	7.1.2	Meet professional ethics and responsibilities	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
	7.2.2	Comply with legislative, administrative and organisational requirements	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
	7.3.2	Engage with the parents/carers	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.
	7.4.2	Engage with professional teaching networks and broader communities	Participate in professional and community networks and forums to broaden knowledge and improve practice.

Part 1 Appendix 2: Teacher Entry on Duty Process

SDEHS Teacher Entry On Duty Process

Mandatory training in anaphylaxis, emergency care and child protection annual updates is recorded on the school's DELTA database for all relevant staff. Evidence of the most recent group training eg School Development Day Programs with staff sign on sheets for the day, is attached to this register. Staff trained in other contexts provide relevant documentation eg elearning course certificates or a signed declaration that they have received training. This register does not include a record of teachers who have completed the Department elearning module for initial child protection training, Child Protection Awareness Training (CPAT) since this is required when making an application to teach. Staff who leave the school are not included in the register. This register is published at least annually and filed in the Principal's folder: Mandatory Training Records.



Part 1 Appendix 3: PDP Declaration

Sydney Distance Education High School Performance and Development Plan Declaration

I, _____
[name]

confirm that I have received the Performance and Development package and I understand it is my responsibility to be familiar with Department and school expectations.

These include reading the documentation in the Performance and Development package and also developing and completing a Performance and Development Plan (PDP). I understand that I must develop my PDP within three weeks of starting work at Sydney Distance Education High School.

OR

I, _____
[name]

confirm that I am implementing a Performance and Development Plan (PDP) at another Department school.

[name of Department school]

Declared at _____ on _____
[place] [date]

Teacher name _____

Teacher signature _____

Head Teacher name _____

Head Teacher signature _____

Date _____

Part 1 Appendix 4: Teaching Requests



Sydney Distance Education High School

Teaching Requests

Please complete this form and submit to your Head Teacher by end of Week 6, Term 3.

Year: 20__

Teacher's name _____ Faculty _____

Head Teacher(s) _____

Years 7 – 10

☐ Stage 4 Specify course/s (if required)

☐ Stage 5 Specify course/s (if required)

Years 11 – 12

List the Stage 6 courses that you would be interested in teaching in order of preference

Preference 1

Preference 2

Preference 3

Preference 4

Faculty roles and responsibilities

Please indicate the faculty roles and responsibilities you would be willing to take on for the following year.

<input type="checkbox"/> Course Coordinator Specify:	<input type="checkbox"/> Distance Education Network representative(s)	<input type="checkbox"/> Faculty resource stocktaking
<input type="checkbox"/> Equipment tracking & stocktaking	<input type="checkbox"/> Faculty elearning support	<input type="checkbox"/> Big Day In
<input type="checkbox"/> Study Day coordinator	<input type="checkbox"/> DELTA support	<input type="checkbox"/> Presentation Days
<input type="checkbox"/> Excursions coordinator	<input type="checkbox"/> Technology support	<input type="checkbox"/> School Magazine
<input type="checkbox"/> Mentor for New Teachers	<input type="checkbox"/> Additional roles and responsibilities:	

Teacher signature

Date

Head Teacher signature

Date

Part 1 Appendix 5: Collegial Observation Policy

Rationale

The Department's publication, Great Teaching Inspired Learning – A Blueprint for Action (2013) states:

Teachers should have the opportunity to learn through observing the practices of others. Schools and school authorities will consider establishing approaches to collaborative practice to enable teachers to engage in collaborative lesson preparation, observation and feedback (16.1).

Collegial observations are required by the Department's performance and development processes to provide evidence-based feedback which helps teachers improve their practice. Feedback is an integral part of the learning process and every teacher needs to be given timely, high quality and constructive feedback on a regular basis.

Through collegial observations teachers identify their teaching strengths and areas that can be developed further.

Planning an observation

There are three important steps to the observation process.

1. Pre observation conversation

Clarify the focus of the observation and meet with the observer to discuss the focus and the plan for the observation.

2. Observation

The observation itself, where the observer records evidence of the observed teacher's teaching practice.

3. Post observation discussion

The reflective conversation between the observed teacher and the observer following the observation.

... those teachers who are students of their own effects are the teachers who are most influential in raising students' achievement ... the excellent teacher must be vigilant to what is working and what is not working in the classroom.¹

One of the most important elements of collegial observations is the teacher self-reflection and evaluation which occurs, leading teachers to modify their practice to improve student engagement and learning.

¹ John Hattie: *Visual Learning: A synthesis of over 800 Meta Analyses Relating to Achievement*, Routledge 2009, p24

Collegial observation code of conduct

Observers should evaluate

- objectively, focusing on the practice, not the person
- only in line with the agreed focus area and timeframe
- in the context of requirements of Australian Professional Standards for Teachers
<https://www.aitsl.edu.au/teach/standards>
- in a professional manner, acting with integrity and sensitivity while respecting the privacy of all involved.

The observer should also keep discussions and observations confidential between the observer and the observed teacher and give the observed teacher all copies of any notes or paperwork at the post lesson debrief.

Observed teachers should

- be welcoming to the observer
- engage in a productive professional dialogue with the observer pre and post lesson
- reflect on the feedback received from the observer to improve teaching practice.

Implementation

In accordance with Department policy, every teacher is observed by a colleague at least twice a year. The details of these observations remain confidential between the participants. The observations are noted in the Performance and Development Plan (PDP) Review: Self-Assessment Comment section and the Annual Review Comment section.

Part 1 Appendix 6: Teaching Observation Template



Sydney Distance Education High School TEACHING OBSERVATION No. Choose an item.

Completed by teacher prior to observation	Teacher		Observer		Date		Time	
	Presentation / Observation focus							
	Link with PDP goal				Current accreditation stage	Proficient		
	Pre observation discussion date				Is the observer trained in my faculty or team area? Yes / No			
	How long will the observation be?				Confidentiality has been discussed Yes / No			

Completed by teacher prior to observation	Standards Choose 1-3	Focus Optional	Completed by observer	Demonstrated through:	Further development:
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			
	Choose an item.	Choose an item.			

Completed by observer	Overall feedback from observer Additional standards addressed can be noted.

REFLECTION (Completed by teacher after observation)
Teacher Reflection – completed by teacher after discussion with observer
1. Strengths - What am I doing well?
2. Areas for growth - What could I do better?

Teacher signature	Date
Observer signature	Date

PART 2: PERFORMANCE & DEVELOPMENT – NON TEACHING STAFF

2.1 Department requirements

The Department's *Performance and development for non teaching staff in schools procedures* states that the performance and development process for non teaching staff in schools supports our commitment of developing a skilled, engaged and professional workforce to ensure better outcomes for our students.

Non teaching staff in schools are valued members of the school and this process will enable them to have meaningful conversations about their performance & development.

Who does it apply to?

The performance and development process applies to all non teaching staff in schools, employed on a permanent basis or in a temporary role for longer than one school term (10 weeks or longer). This includes full-time and part-time staff in the following groups:

- General Assistants
- School Administrative Managers
- School Administrative Officers
- Other non teaching staff in schools.

The school principal will determine whether a Performance and Development Plan (PDP) is completed for any staff employed for less than one school term.

Benefits of performance and development

The implementation of a performance and development process gives all staff the opportunity to have regular conversations with their PDP supervisor about what is expected of them, receive feedback about the work they have done, be recognised for their contribution and achievements, participate in developmentally focused activities and receive feedback on how work performance can be improved.

This process will:

- *ensure non teaching staff members have clear goals and an understanding of what is expected of them.*
- *align individual and team work goals with the school plan and priorities, and departmental objectives.*
- *support a consistent process of overseeing and managing the work performance of all staff.*
- *provide an opportunity to provide feedback that identifies and recognises staff capabilities and contributions to the school.*
- *encourage, support and develop skills, knowledge and abilities of all non teaching staff.*
- *provide options for identifying career development goals (optional) and the strategies to implement these goals.*
- *encourage regular, meaningful conversations between supervisors and staff to support staff to be the best they can be.*

Responsibilities and delegations

The Department's FAQs Performance and development for non teaching staff states the *roles likely to be the PDP supervisor* for non teaching staff include:

GA – Principal – Deputy Principal	SAM – Principal – Deputy Principal	SAO – SAM
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The Department's Performance and development for non teaching staff in schools procedures states that the *performance and development is a shared responsibility between a staff member and their PDP supervisor*.

Principal	<p>Principals may delegate the responsibility for the implementation of the performance and development process to appropriate staff in the school. The principal must ensure that all PDP supervisors have the relevant skills and knowledge to undertake this role and provide support for them in the process.</p> <p>A principal's role is to:</p> <ul style="list-style-type: none"> • ensure staff are familiar with the performance and development process. • ensure staff have performance and development plans in place. • support staff to actively engage in the performance and development process. • report on the completion of PDP and reviews as required.
PDP Supervisor	<p>The PDP supervisor is responsible for working collaboratively with non teaching staff members during the performance and development cycle. A PDP supervisor will generally be the day to day supervisor of the staff member. However, a PDP supervisor may be a different person to the one who supervises the day to day work of a staff member. In such situations, the PDP supervisor will work in collaboration with the day to day supervisor to consider the work undertaken by a staff member and team priorities, and to support the development of a PDP.</p> <p>The PDP supervisor's role is to:</p> <ul style="list-style-type: none"> • work with the staff member to implement the performance and development process. • ensure work goals and development are appropriate and aligned with the school plan and priorities. • engage in regular conversations about their performance and development. • provide regular feedback to the staff member about their work performance. • support staff members in the identification of and participation in appropriate and work related development opportunities. • facilitate the performance and development process in a timely, supportive and constructive manner. • report on the completion of PDP and reviews as required by the principal.
Non-teaching staff	<p>A non teaching staff member's role is to:</p> <ul style="list-style-type: none"> • actively participate in the performance and development process. • set and work towards achieving their work goals and career goals. • participate in available development activities, including opportunities for on the job training and to learn from peers. • discuss with the PDP supervisor and/or day to day supervisor any concerns that arise during the performance and development cycle. For example, barriers or challenges, additional professional development requirements or changes to work activities that may impact the achievement of their goals. • reflect on their work performance and act on feedback received.

New, casual and temporary staff

Temporary and part time staff employed for the equivalent of one school term or above (10 weeks or longer) are required to participate in the performance and development process. The school principal will determine whether a Performance and Development Plan (PDP) is completed for any staff employed for less than one school term.

Temporary and new staff should begin their PDPs within six weeks of commencing in their role.

Change of duties

Where a staff member temporarily performs other duties for more than one school term, the staff member and PDP supervisor should develop a new PDP or amend the current PDP as appropriate.

Documentation

The original completed and signed PDP is retained by the staff member. A copy should also be retained locally and securely by the PDP Supervisor and stored centrally in a secure location at the school, accessible by the principal if required. A copy of the PDP should also be provided to a staff member's day to day supervisor (where different from the PDP supervisor).

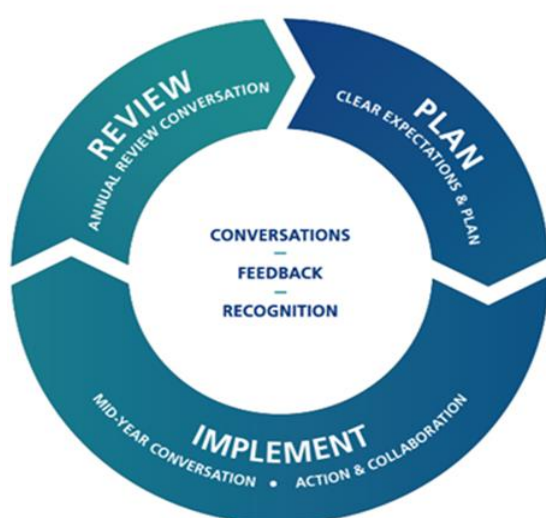
2.2 Performance and Development procedures

<https://education.nsw.gov.au/human-resources/media/documents/performance/Procedure-Performance-and-Development-for-non-teaching-staff-in-school....docx>

<https://education.nsw.gov.au/human-resources/media/documents/performance/Performance-and-Development-Overview.docx>

There are three phases in the performance and development process:

- **Plan** for the year ahead - setting and clarifying expectations, identifying work and career goals, and preparing the PDP.
- **Implement** the actions and development to achieve goals identified in the PDP.
- **Review** work performance and development against the goals identified in the PDP.



PLAN

CREATE PDP

- Commence end of term 4 or term 1
- Complete by mid term 1
- Record information in the PDP template:
 - Part A—Work Goals
 - Part B—Career Goals (optional)

IMPLEMENT

MID YEAR SELF ASSESSMENT

- Commence end of term 2
- Complete by beginning of term 3
- Record information in the PDP template:
 - Part C—Mid Year Self Assessment

REVIEW

ANNUAL REVIEW

- Complete by end of term 4
- Commence development of new PDP (if appropriate)
- Record information in the PDP template:
 - Part D—Annual Review (Staff Member)
 - Part E—Annual Review (Supervisor)

The Performance and Development Plan template (non teaching staff in schools) is used to record details of a staff member's performance and development plan and document reviews.

PDP template: https://education.nsw.gov.au/human-resources/media/documents/performance/22496_Performance-and-Development-Plan-V1.14.dotx

Checklist Plan Phase: https://education.nsw.gov.au/human-resources/media/documents/performance/Checklist-1.-Plan-Phase_V4.pdf

Performance and Development Plan process: Plan, Implement and Review

The following procedures stated below are from the Department's *Performance and development for non teaching staff in schools procedures*

2.2.1 Phase 1 – Plan

The planning phase clarifies each staff member's understanding of the contribution their day to day work, behaviour and values make to the achievement of the school and team priorities. The staff member and the PDP supervisor collaborate to develop the staff member's PDP by discussing, identifying and recording:

- WHAT work and career goals to include.
- HOW these goals will be achieved – the strategies, support and learning and development to develop staff capabilities.

Both staff and PDP supervisors should prepare for planning meetings to ensure that maximum benefit is gained from the planning process. Where appropriate an initial planning meeting may occur within a team setting where staff are undertaking similar work and involved in the achievement of the same school priorities. Discussion should also include how the staff member can be supported in their current role and in their optional, career development goals. Options for how new skills and knowledge may be developed, through on-the-job training, job shadowing, mentoring and formal courses may be discussed. Although the meeting is conducted in a collaborative manner, it is facilitated by the PDP supervisor.

The staff member should then record the agreed goals, defined actions and outcomes, and timeframes on the Work Goals and Career Goals sections of the PDP template. The template must be agreed and signed by both parties. This ensures both parties have an accurate record of the goals and development options agreed during the discussion. The template includes the option for the principal to sign the PDP after it is completed eg the principal may elect to sign the PDP in situations where the PDP supervisor is different to the day to day supervisor.

The original signed copy should be retained by the staff member and a copy retained by the PDP supervisor. Where the PDP supervisor is different from the staff member's day to day supervisor, a copy of the PDP should be provided to the staff member's day to day supervisor. Also, the PDP supervisor and day to day supervisor should discuss how they will work collaboratively to support the staff member to implement the PDP. A copy of the completed PDP is also stored centrally in a secure location at the school and can be reviewed by the principal if required.

2.2.2 Phase 2 – Implement

During this phase action is taken to implement strategies identified in the PDP to progress towards, and achieve work and career goals, and to engage in learning and development opportunities to develop staff.

PDP supervisors may use the PDP to oversee work performance, provide regular and ongoing feedback to staff about how they are performing and for staff to reflect on their performance and development. Regular communication and feedback on work performance enables staff and PDP supervisors to identify and recognise good performance. By regularly keeping track of work performance, staff and PDP supervisors can identify any barriers or potential issues that impact the achievement of goals, and address these quickly. During the implement phase the PDP can be updated or amended as discussed and agreed to with the PDP supervisor.

Regular and ongoing feedback also involves discussing concerns about work performance when it arises. If work performance issues have been identified, these should be addressed at the time they occur. This may include the PDP supervisor clarifying expectations, discussing any factors affecting a staff member's work and working with the staff member to improve their work performance. Consideration should be given to how development opportunities may assist in improving work performance.

The management of unsatisfactory performance and placement of staff on a performance improvement program is a separate process managed by the Employee Performance and Conduct Directorate. Refer to managing unsatisfactory performance section for more information.

2.2.3 Phase 3 – Review

Reviews should take place through regular conversations between staff members and their supervisor throughout the performance and development cycle. The performance and development cycle has two formal reviews:

- mid year self assessment
- annual review.

Reviews should focus on reviewing the work tasks completed and goals achieved, providing positive and constructive feedback, identifying any factors that have assisted or impacted progress, options for maximising or addressing these, and the effect of support and development opportunities provided. The staff member and PDP supervisor can identify strengths and strategies to support continued achievement and development. The review may also consider other work the staff member has completed that was not identified in the PDP initially.

The mid year self assessment is undertaken during the implementing phase. The staff member undertakes a self-assessment reflecting on the progress made in achieving the identified goals in the PDP. They also identify any factors that have assisted or impacted progress, and options for maximising or addressing these. The staff member should record review notes in the Mid Year Self Assessment section of the PDP. The PDP supervisor should discuss progress made and any adjustments to the PDP with the staff member.

The annual review occurs at the end of the school year. The meeting is facilitated by the PDP supervisor and should be a collaborative discussion with the staff member. Positive performance should be recognised and acknowledged. Where the PDP supervisor does not manage the day to day work of a staff member, the PDP supervisor should seek feedback from the staff member's day to day supervisor about their work performance.

PDP supervisors must ensure they review performance:

- by considering WHAT the staff member has achieved and HOW they achieved it, including the contribution they have made to the schools and student outcomes, if applicable.
- against the agreed work goals, outcomes and measures and development objectives of the PDP and other achievements.
- across the life of the performance and development cycle and not just on the basis of a single and/or recent event.
- by considering the broader context as relevant.

The staff member records review notes in the Annual Review (Staff Member) section of the PDP. The PDP supervisor will discuss a staff member's overall performance over the year and document comments in the Annual Review (Supervisor) section of the PDP. The staff member has the option to record a response to the comments documented by the PDP supervisor.

Once the annual review has been finalised the PDP is signed by both parties and the original is retained by the staff member and a copy by the PDP supervisor. A copy should also be provided to the staff member's day to day supervisor, if different to the PDP supervisor.

For further information, refer to the Department's website:

- Non teaching staff in schools
<https://education.nsw.gov.au/human-resources/performance/non-teaching-staff-in-schools>
- Performance and development for non teaching staff in schools procedures
<https://education.nsw.gov.au/human-resources/media/documents/performance/Procedure-Performance-and-Development-for-non-teaching-staff-in-school....docx>
- FAQs Performance and development for non teaching staff
https://education.nsw.gov.au/human-resources/performance/non-teaching-staff-in-schools/FAQs_V4.pdf

Part 2 Appendix 1: Non Teaching Staff PDP template



Non-Teaching Staff in Schools: Performance and Development Plan

The Performance and Development Plan (PDP) is used to record a staff member's goals, actions and development; mid year assessment; mid year assessment; and annual review.

SECTION	INDICATIVE TIMEFRAME
Part A – Work Goals	Commence beginning of term 1. Complete by mid term 1.
Part B – Career Goals (Optional)	Commence beginning of term 1. Complete by mid term 1.
Part C – Mid Year Self Assessment	Commence end of term 2. Complete by beginning of term 3.
Part D – Annual Review (Staff Member)	Complete by end of term 4. Commence development of new PDP if appropriate.
Part E – Annual Review (Supervisor)	Complete by end of term 4. Commence development of new PDP if appropriate.

PERIOD OF PERFORMANCE AND DEVELOPMENT PLAN	
Date Commenced	Date Completed

MID YEAR SELF ASSESSMENT Part C completed		ANNUAL REVIEW Parts D and E completed	
Date Completed		Date Completed	
Staff Member Signature and Date		Staff Member Signature and Date	
PDP Supervisor Signature and Date		PDP Supervisor Signature and Date	
Principal Signature and Date*		Principal Signature and Date*	

CREATE PDP Parts A and B completed	
STAFF MEMBER DETAILS	PDP SUPERVISOR / PRINCIPAL DETAILS
Name	PDP Supervisor Name
Position/role	Position/role
School Name	Signature and Date
Signature and Date	Principal's Name*
	Signature and Date

*Optional-principal can elect to sign the PDP at any stage of the process.

Part A – Work Goals

- Identify 3-5 work goals.

- Staff member, PDP Supervisor and Principal (optional) to sign page 1 when parts A and B are complete.

WORK GOALS OVERVIEW

These should be based on the responsibilities identified for your role and on the school plan/priorities. Consider your individual and team priorities. Include the date goals will be achieved by. Each goal is recommended to be less than 100 words.

STRATEGIES TO ACHIEVE GOALS

What needs to happen for these goals to be met – What actions, by when and who is responsible?

LEARNING AND DEVELOPMENT

Are there any specific skills, knowledge or experience that requires development to achieve goals? How will new skills, knowledge or experience be developed – e.g. learning by doing, job shadowing, mentoring, and formal courses.

Part B – Career Goals (Optional)

- Identify your career goal/s.

- Staff member, PDP Supervisor and Principal (optional) to sign page 1 when parts A and B are complete.

CAREER GOALS OVERVIEW

Identify any career goal/s. This can be short, medium and/or long term but must be realistic and achievable. Include the date goals will be achieved by. Each goal is recommended to be less than 100 words.

STRATEGIES TO ACHIEVE GOALS

What needs to happen for these goals to be met – What actions, by when and who is responsible?

LEARNING AND DEVELOPMENT

Are there any specific skills, knowledge or experience that requires development to achieve goals? How will new skills, knowledge or experience be developed – e.g. learning by doing, job shadowing mentoring and formal courses.

Part C – Mid Year Self Assessment

- Reflect on your progress against your goals (Parts A and B).
- Work with your PDP Supervisor to ensure you are on track with your plan and/or to identify any barriers, challenges or successes.
- Staff member, PDP Supervisor and Principal (optional) to sign page 1 when part C complete.

PROGRESS REPORT

What has been achieved? What is still to be completed for each identified goal? Think about your development activities, have you addressed the capabilities identified?

COMMENTS

Briefly note if there any changes to goals and associated activities, goals that are no longer required and any new goals, and reasons for the changes. Identify any factors impacting achievement of goals and options for addressing these.

Part D - Annual Review (Staff Member)

- Reflect on the year and prepare for the Annual Review conversation.
- Think about what you did and how you did it.
- During the review meeting share your reflections and listen openly to feedback from the PDP Supervisor.

COMMENTS

Identify the goals (or any components thereof) that have been achieved. Consider factors that impacted the achievement of goals: what worked well, what could be done differently. Identify any areas to be considered for future planning.

Note: The PDP Supervisor must ensure that:

- Staff member and PDP Supervisor sign the completed PDP.
- The original signed copy is retained by the staff member.
- A copy is retained by the PDP Supervisor and where the PDP Supervisor is different from the staff member's usual supervisor/ manager, a copy should be provided to them.
- The completed PDP and all associated documentation is stored centrally in a secure location at the school. It can be accessed by the principal to review and to sign (optional) after the PDP is created, and after mid year and annual review conversations have been documented.

Part E – Annual Review (Supervisor)

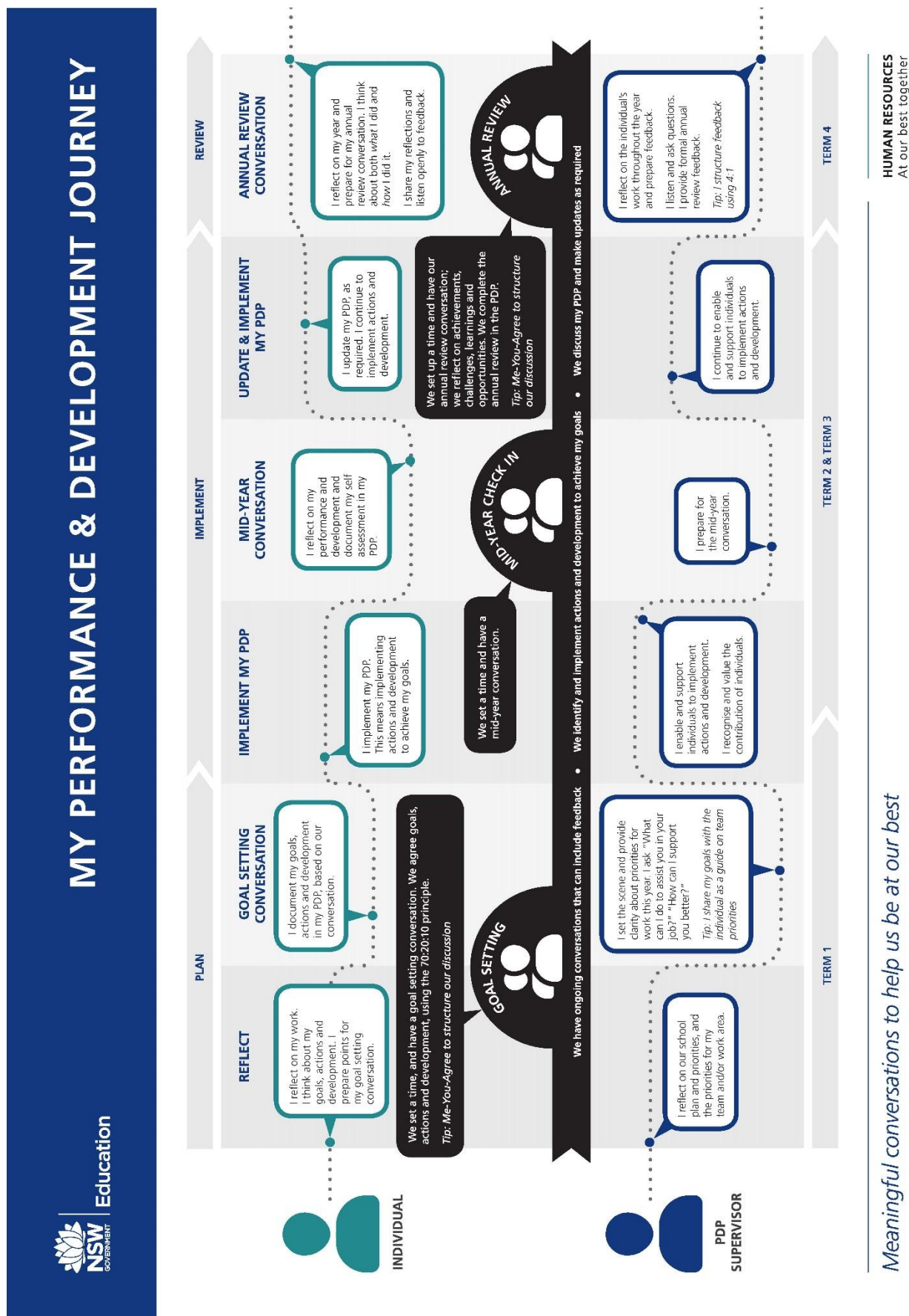
- PDP Supervisor to comment on the staff member's progress over the whole performance and development cycle.
- Staff member, PDP Supervisor and Principal (optional) to sign page 1 when parts D and E complete.

PDP SUPERVISOR'S COMMENTS

Include achievements, any challenges, what worked and any areas for future development.

STAFF MEMBER COMMENTS (OPTIONAL)
A response by the staff member can be noted.

Part 2 Appendix 2: Non Teaching Staff PDP journey



PART 3: SDEHS NEW TEACHER INDUCTION AND SUPPORT PROGRAM

All casual and permanent teachers new to the school participate in the SDEHS New Teacher Induction and Support Program. These include: permanently appointed teachers on probation; teachers who have returned to teaching after a period of absence from the teaching service; and experienced newly appointed teachers. The New Teacher Induction and Support Program includes supervision and mentoring support in the faculty, assistance with the development of a Performance and Development Plan (PDP), and guidance for seeking or maintaining accreditation at Proficient Teacher level. There is also support for new teachers who are working towards assessment for the award of Teacher's Certificate. The program is coordinated by Deputy Principal (11-12) and each new teacher is supported by a supervisor and a mentor. All participants in the program including the new teacher are required to be aware of their roles and responsibilities. (Appendix 1)

The aim of the SDEHS New Teacher Induction and Support Program is to provide teachers new to the school with:

- a program that supplements the DoE Induction for New Employees
<https://education.nsw.gov.au/inside-the-department/induction/for-school-based-employees/school-based-employees>
- support, by establishing a program of ongoing professional learning in collaboration with a supervisor and mentor
- an understanding of the professionalism and the legal responsibilities required of teachers
- knowledge of school, Department and NSW Educational Standards Authority (NESA) policies and procedures relevant to teaching practice, reporting and assessment, syllabus requirements, compliance training, student wellbeing, performance and development, and accreditation
- confidence and skills in the blended delivery of curriculum and management of student learning
- support for preparation for the award of Teacher's Certificate, where applicable
- support for preparation of the portfolio for seeking Proficient Teacher accreditation with NESA, where applicable.

The SDEHS New Teacher Induction and Support Program has a number of components. All teachers new to the school attend the Mandatory Induction Workshops and access mentoring and supervisor support. Other components of the program are accessed by the teacher if required.

The program's components are summarised in Table 1. DP (11–12) can provide further advice as required.

Table 1 – SDEHS New Teacher Induction and Support Program

Induction & support for experienced teachers new to SDEHS	2.1 Induction Workshops 2.2 Mentoring and supervision support for new teachers 2.5 Performance and Development Plan development, classroom observations and collaborative practices 2.6 Accreditation support for teachers maintaining accreditation with NESA at Proficient or seeking accreditation at Highly Accomplished Teacher or Lead Teacher
Induction & support for permanent beginning teachers new to SDEHS on probation (Early Career Teachers) (ECT)	2.1 Induction Workshops 2.3 Induction, mentoring and supervision support for permanent beginning teachers on probation 2.3.1 Beginning Teacher Support Funding and New Teacher Project 2.4 <i>Strong Start, Great Teachers</i> professional learning modules 2.5 Performance and Development Plan development, classroom observations and collaborative practices 2.6 Accreditation support for teachers seeking or maintaining accreditation with NESA at Proficient Teacher level
Induction & support for casual teachers new to SDEHS	2.1 Induction Workshops 2.2 Mentoring and supervision support for new teachers 2.4 <i>Strong Start, Great Teachers</i> professional learning modules 2.5 Performance and Development Plan development, classroom observations and collaborative practices 2.6 Accreditation support for teachers seeking or maintaining accreditation with NESA at Proficient Teacher level

3.1 Induction Workshops

All teachers new to the school need to attend all Induction Workshops to assist in their induction and orientation. These workshops are essential for the new teacher to understand Department and school policies, processes and procedures, as well as the support available to both students and staff. This program, coordinated by DP (11-12), occurs during school core hours in Terms 1 and 2 and is advertised on the school intranet. It is the teacher's responsibility to register and attend. A summary of the Induction Workshops content is provided at Appendix 2 which includes links to professional readings.

3.2 Mentoring and supervision support for teachers new to SDEHS

All teachers new to SDEHS, including experienced teachers and those employed casually or on temporary contracts, will be supported within their faculties by their supervisor (Faculty Head Teacher) and a teacher mentor usually from the same faculty. The mentor is allocated by the supervisor after discussion with the teacher and should be a highly competent teacher/colleague. Support includes information regarding: using the school database; communication with students and supervisors; curriculum support; reporting and assessment; and performance and development. In addition, information is provided regarding school, Department and NESA policies and processes in relation to curriculum, student wellbeing and day to day school processes.

The new teacher may choose to keep a reflection diary or journal to use as a basis for discussion during mentoring sessions. Appendix 3 gives sample proformas.

Support from the supervisor and mentor will:

- focus on the students as a point of discussion
- be supportive and meets the needs of the teacher
- encourage reflection on teaching and learning practice
- include teaching observations to encourage practice
- provide additional opportunities for team teaching including on study days

3.3 Induction, mentoring and supervision support for permanent beginning teachers on probation – Early Career Teacher (ECT)

This support is resourced by the Great Teaching, Inspired Learning initiative which allocates the funding equivalent of:

- In the teacher's first year
 - two hours per week release time for each newly appointed permanent beginning teacher on probation
 - one hour per week release time for an experienced teacher colleague
- In the teacher's second year
 - one hour per week release time.

At SDEHS, this enables newly appointed permanent beginning teachers on probation to be allocated one hour per week mentoring and supervision support during Term 1. This is used to raise issues with the mentor and/or supervisor. A timetable is negotiated so that supervisor and mentor can meet fortnightly with the teacher to discuss progress and any issues. During Terms 2 to 4 regular support and contact continues as required. The Permanent Beginning Teacher on Probation – Induction, Mentoring and Support Program summary (Appendix 4) indicates when meetings should occur.

The new teacher may choose to keep a reflection diary or journal to use as a basis for discussion for mentoring sessions. Appendix 3 gives sample proformas

Support from the supervisor and mentor will:

- focus on the students as a point of discussion
- be supportive and meet the needs of the teacher
- include reflection on teaching and learning practice
- include a planned schedule of observations and meeting times to encourage best practice, as well as time for discussion and reflection of classroom observations
- provide opportunities for team teaching including on study days.

3.3.1 Beginning Teacher Support Funding and New Teacher Project

Each newly appointed probationary teacher (ECT) must develop a New Teacher Funding Proposal with their supervisor in order to access Beginning Teacher Support Funding. The proposal gives the teacher the opportunity to focus on any special projects that will contribute to their teaching practice during their probationary period. After discussing their project with their supervisor and relevant teacher, the probationary teacher needs to complete the form (Appendix 5) in consultation with DP (11–12) to access the funds.

The additional funding should be used to support the ECT's professional learning to build teacher capacity and quality. The following activities should be considered for inclusion in the teacher's proposal.

- observation of other teachers' lessons
- engagement in professional discussion and personal reflection with mentor and supervisor
- assessment and evaluation of student work
- preparation of lessons and resources
- compiling evidence to achieve and maintain mandatory accreditation at the key stage of Proficient Teacher with NESA
- team teaching
- participation in structured feedback meetings
- application for a Teacher's Certificate.

3.3.1.1 Accountability – Beginning Teacher Support Funding

Permanent beginning teachers on probation appointed to SDEHS are required to have all aspects of their induction, mentoring and supervision support signed off by their supervisor/mentor or DP (11–12) as a way of assessing the teacher's participation in the program and suitability for the award of the Teacher's Certificate.

A summary of the program for permanent beginning teachers on probation (Appendix 4) includes provision for sign off by both the teacher and the supervisor to validate successful participation in the program.

This is also an accountability measure in evaluating the use of Beginning Teacher Support Funding.

3.3.2 Strong Start, Great Teachers professional learning modules

Strong Start, Great Teachers – an induction guide for beginning teachers and schools is a resource designed to support beginning teachers and inform the development of local school-based induction processes.

During their first year of teaching, newly appointed permanent beginning teachers on probation need to complete all four online learning modules, Phases 1–4, referred to in the Induction and Support Program (Appendix 1).

ECTs are also encouraged to participate in this professional learning. The induction guide and modules can be accessed at <http://www.ssgt.nsw.edu.au/>

- Phase 1 provides practical guides, advice, suggestions and planners to support beginning teachers and schools during the periods of initial contact, orientation and the first weeks and first terms of teaching
- Phase 2 introduces the process of reflecting on practice through the lens of the teaching standards and includes reflective practices, managing the classroom, lesson planning and assessment
- Phase 3 continues the process of reflecting on teaching through the standards and explores the areas of questioning and feedback
- Phase 4 continues the process of reflecting on teaching through the standards and explores the areas of differentiating learning and peer and self-assessment for students.

3.4 Performance and Development support for new teachers

All teachers must complete a Performance and Development Plan (PDP) which includes a schedule of classroom observations. These processes are detailed in Part 1 of this document.

3.5 Support for new teachers seeking or maintaining accreditation with NESA

Support for all teachers in relation to accreditation with NESA is detailed in Part 3 of this document.

Part 3 Appendix 1: New Teacher Induction and Support Program – Roles and Responsibilities

New teacher	Program Coordinator (DP (11–12) – Principal delegate)	Mentor	Supervisor
Engages in the school-based induction and support program – attends all induction sessions and completes the signed record of registration.	Ensures that an induction, mentoring and support program is established and informs the teacher of mandatory attendance and registration components of the program.	Supports the new teacher by discussing teaching practice.	Provides formal guidance and support regarding programming, student management, student assessment and the implementation of school policies.
Liaises with the program coordinator and supervisor regarding preparation of evidence for seeking accreditation at Proficient Teacher level.	Manages, with the supervisor, the processes for seeking and maintaining accreditation at Proficient Teacher level.	Gives feedback on teacher evidence where appropriate.	Supports, with the induction and support program coordinator, the process of seeking accreditation at Proficient Teacher level.
Monitors their own participation in all relevant aspects of the program.	Liaises with the Principal and supervisors in writing reports for accreditation and the Teacher's Certificate. Manages SDEHS records on the NESA website, monitoring the status of members, validating professional development and overseeing dates of accreditation periods, Beginning Teacher's Resource Funding projects and accountability of casual relief.	Provides advice on day to day issues regarding curriculum, student information, faculty responsibilities, and school schedule as needed.	Liaises with DP (11–12) in writing reports for accreditation and the Teacher's Certificate.

Part 3 Appendix 2: Induction Workshops Schedule – for all teachers new to SDEHS

Term 1	Workshop	Content	Registration	
			Time	Venue
Week 1	Workshop 1 – Welcome and getting started (P, DP's)	<ul style="list-style-type: none"> Meet the Principal & DPs and tour of school Sign on procedures, flexible hours, first aid procedures, teacher's roles and responsibilities, tour of the school, school map, school calendar, staff list, staff handbook, entry on duty processes and compliance training Resource: DoE Portal - e-Safety		DP (11-12) office
Week 4	Workshop 2 – Daily school routines, SASS Team, Work Health and Safety (WHS), Performance and Development, systems and technology support, (DP (11-12), SAM, HT Admin Staffing, HT T&L Technology: Systems and Support)	<ul style="list-style-type: none"> Key personnel in the school SASS and Mail Room procedures Working with DELTA – professional learning application, field service visit proposal, student record card, leave applications, excursions, study day applications, hire car and taxi policy WH&S induction, emergency evacuation, hazard reports Resources: WHS https://education.nsw.gov.au/inside-the-department/health-and-safety Systems and technology support – accessing support <ul style="list-style-type: none"> Performance and Development Plans (PDP) Resource: \\8587dip000sf001.detnsw.win\Faculty\Teacher\STAFF\Performance-and- Development		DP (11-12) office
Week 5	Workshop 3 Student enrolment categories and knowing your students (DP (11-12)), HT Admin, HT Sec Studies)	<ul style="list-style-type: none"> Students – home, single course, settings, enrolment categories, accessing student information, movement forms, NESA and secondary studies processes Know your students, duty of care, child protection, referring on 		DP (11-12) office
Week 6	Workshop 4 – Roles & Responsibilities, accessing elearning and support for teachers (DP(11-12), DP(10), HT elearning, HT Faculty)	<ul style="list-style-type: none"> Role of the teacher, supervisor, mentor, Principal, Deputy Principal, Head Teachers Classroom observations and team teaching Employee Assistance Program Using elearning School planning Resource: School Plan		DP (11-12) office
Week 7	Workshop 5 – Student Wellbeing and Engagement (DP (11-12), HT Welfare), Connecting with students HT T&L (online teaching)	<ul style="list-style-type: none"> Role HT Welfare, School Counsellor, Student Wellbeing Team including Year Advisers Communication with teachers, students, parents and supervisors Roll Call & Home Student Announcements HUBS Adobe Connect Rewarding and encouraging students – Achievement Awards/Merit Certificates Student Review Processes 		DP (11-12) office
Week 9	Workshop 6 – Learning support and personalised learning, Aboriginal Education and library, (DP (11-12), HT T&L Learning & Support, Ab Ed Coordinator, Librarian)	<ul style="list-style-type: none"> Learning and Support Team – Personalised Learning and Support Plans (PLSPs), disability provisions, learning adjustments Aboriginal students – Personalised Learning Plans (PLPs), coordinator Library 		Library

Term 2	Workshop	Content	Time	Venue
Week 1	Workshop 7 – Middle School, Professionalism and legal responsibilities of teachers, accessing resources (DP (11-12), SAM, HT Admin Staffing) HT SS (7-9) Middle School	<ul style="list-style-type: none"> • Middle School processes • Code of Conduct, professional duty of care and supervision of students, WHS matters, teachers in the community Resources: Legal Services and Legal Bulletins. <ul style="list-style-type: none"> • Accessing resources – stationery 		DP (11-12) office
Week 2	Workshop 8 – Assessment and reporting (DP (11-12), HT T&L Assessment & Reporting)	<ul style="list-style-type: none"> • Assessment and Reporting Policy and Procedures • How to write reports at SDEHS 		DP (11-12) office
Week 4	Workshop 9 – Professional Learning (DP (11-12), DP(10))	<ul style="list-style-type: none"> • Accessing Teacher Professional Learning through intranet, MyPL@Edu, Accreditation requirements for professional learning Proficient, NESA eTAMS, maintaining accreditation Resource: http://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation		DP (11-12) office

Part 3 Appendix 3: Reflection Diary and Journal – Sample Proformas

A. Reflection Diary – sample 1 proforma Early Career Teacher (ECT) Reflection Diary

Name:					
Number:					
Term / Week ending (Date)					

In the space provided, enter details of evidence from your teaching practice or induction processes to address specific Standard/s.

Week	Professional Knowledge <i>Standard 1: Know students and how they learn</i> <i>Standard 2: Know the content and how to teach it</i>	Professional Practice <i>Standard 3: Plan for and implement effective teaching and learning</i> <i>Standard 4: Create and maintain supportive and safe learning environments</i> <i>Standard 5: Assess, provide feedback and report on student learning</i>	Professional Engagement <i>Standard 6: Engage in professional learning</i> <i>Standard 7: Engage professionally with colleagues, parents/carers and the community</i>	Supervisor / HT signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Supervisor / HT signature _____ ECT signature _____ Date / /

B. Reflection on Teaching Practice Journal – sample 2 proforma

See also <https://detwww.det.nsw.edu.au/media/downloads/proflearn/secure/hhp12.pdf>

Focus for the teaching as negotiated _____

Review of lessons taught with specific reference to the negotiated focus for teaching.

1. What worked well this week?

2. What did not work well this week?

3. How I would do it differently next time

4. What advice have I received on the issues?

This section was completed with my supervisor on _____ Teacher initials _____
[date]

Part 3 Appendix 4: Permanent Beginning Teacher on probation – Early Career Teacher (ECT) – induction and support program

Term 1		Signed supervisor	Signed teacher
Week 1	<ul style="list-style-type: none"> Attend Workshop 1 – Welcome and Getting Started 		
	<ul style="list-style-type: none"> Teacher professional reading – Accreditation materials https://www.smores.com/ygdy 		
	<ul style="list-style-type: none"> Supervisor allocates mentor and discusses schedule of meeting times for discussion and reflection 		
	<ul style="list-style-type: none"> Mentor/supervisor and teacher – Discuss access to learning materials, printing, scanning and word processing <p>Resource: Mentoring Guide https://detwww.det.nsw.edu.au/ctp/docs/guide_m.pdf.</p>		
Week 2	<ul style="list-style-type: none"> Mentor supports teacher as required. 		
	<ul style="list-style-type: none"> Access <i>Strong Start, Great Teachers</i> Phase 1 Orientation module http://www.ssgt.nsw.edu.au/ 		
Weeks 3 & 4	<ul style="list-style-type: none"> Attend Workshop 2 (Week 4) – Daily School routines, WHS and Performance and Development 		
	<ul style="list-style-type: none"> Attend teaching in Moodle PL with elearning team member of faculty technology representative 		
	<ul style="list-style-type: none"> Supervisor/mentor and teacher meeting focus – Standard 3.5: Communicate effectively. Discuss the importance of regular communication with students via phone, email, interviews, elearning, Adobe Connect etc 		
	<ul style="list-style-type: none"> Develop observation schedule with Supervisor. <p>Resource: Classroom Observation http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/Observation-Resources/how-to-guide---introducing-classroom-observation.pdf?sfvrsn=2</p>		
Weeks 5 & 6	<ul style="list-style-type: none"> Attend Workshop 3 (Week 5) – Student enrolment categories, accessing student information and <i>Knowing Your Students, Referring On</i> 		
	<ul style="list-style-type: none"> Attend Workshop 4 (Week 6) – Roles and responsibilities and support for teachers 		
	<ul style="list-style-type: none"> Supervisor/mentor and teacher meeting – focus Standard 2: Know the content and how to teach it. Discuss curriculum planning, KLA syllabuses and support documents, scope and sequences 		
	<ul style="list-style-type: none"> Commence a Reflection Diary (optional), sample templates available 		
Weeks 7 & 8	<ul style="list-style-type: none"> Attend Workshop 5 (Week 7) – Student wellbeing and engagement 		
	<ul style="list-style-type: none"> Mentor supports as required – focus on Standard 4: Create and maintain supportive and safe learning environments 		
	<ul style="list-style-type: none"> Teacher professional reading – <i>Accreditation at Proficient Teacher Procedures</i>, timeframes and collecting evidence. <p>Resource: – NESA – Teacher Accreditation http://www.nswteachers.nsw.edu.au/current-teachers/how-to-get-proficient-teacher-accreditation/ – The Accreditation Procedures https://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/AccredProced.pdf</p>		
Weeks 9 & 10	<ul style="list-style-type: none"> Attend Workshop 6 (Week 9) – Learning support and personalised learning and library 		
	<ul style="list-style-type: none"> Supervisor/mentor and teacher meeting – focus Standard 1: Know students and how they learn. Discuss engaging students and explore the impact of teacher instruction on student learning. 		

Term 2		Signed supervisor	Signed teacher
Week 1	<ul style="list-style-type: none"> Attend Workshop 7 – Professionalism and legal responsibilities of teachers and accessing resources 		
	<ul style="list-style-type: none"> Teacher professional reading – <i>Accreditation at Proficient Teacher Procedures</i> – print off and read thoroughly <p>Resource: The Accreditation Procedures https://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/AccredProced.pdf</p>		
Weeks 2 & 3	<ul style="list-style-type: none"> Attend Workshop 8 (Week 2) – Assessment and reporting 		
	<ul style="list-style-type: none"> Request meeting with DP (11–12) to commence accreditation portfolio during Term 2 		
	<ul style="list-style-type: none"> Supervisor/mentor meeting – focus Standard 2.3: Assessment and reporting. Discuss school processes 		
Weeks 4–8	<ul style="list-style-type: none"> Attend Workshop 9 (Week 4) – Professional learning 		
	<ul style="list-style-type: none"> Access <i>Strong Start, Great Teachers</i> Phase 2 Reflective Practice module – http://www.ssgt.nsw.edu.au/ 		
	<ul style="list-style-type: none"> Liaise with DP (11–12) and supervisor in preparation of accreditation processes as required 		
	<ul style="list-style-type: none"> Access professional learning to understand the accreditation process including the collection, analysis and annotation of evidence. <p>Resources: The Accreditation Procedures https://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/AccredProced.pdf</p>		
Weeks 9 & 10	<ul style="list-style-type: none"> Supervisor, mentor, and DP (11–12) support teacher as required 		
Term 3		Signed supervisor	Signed teacher
Weeks 1–10	<ul style="list-style-type: none"> Accreditation processes to commence 		
	<ul style="list-style-type: none"> Use the Standards to gather evidence supporting accreditation – supported by supervisor, DP (11–12) and HT 		
	<ul style="list-style-type: none"> Mentor/supervisor continue to support teacher – focus on school teams and committees, Standard 7: Engage professionally with colleagues, parents/carers and the community 		
	<ul style="list-style-type: none"> Access <i>Strong Start, Great Teachers</i> Phase 3 Feedback to Students module http://www.ssgt.nsw.edu.au/ 		
	<ul style="list-style-type: none"> Continue negotiated scheduled teaching observations, team teaching and feedback discussions with colleagues 		
	<ul style="list-style-type: none"> Continue to collect and refine authentic teaching documents (eg lesson plans, programs, student work) as examples of supporting evidence which reflect the standards at Proficient Teacher 		

Term 4		Signed supervisor	Signed teacher
Weeks 1 & 2	<ul style="list-style-type: none"> Finalise evidence record and meeting requirements. 		
	<ul style="list-style-type: none"> Access <i>Strong Start, Great Teachers</i> Phase 4 Differentiating Learning module http://www.ssgt.nsw.edu.au/ 		
Weeks 3 & 4	<ul style="list-style-type: none"> Submit evidence records. Finalise accreditation reports 		
	<ul style="list-style-type: none"> Attend teacher registration 1:1 meetings as arranged. 		
Week 5	<ul style="list-style-type: none"> Submit evidence folios. Reports to be finalised and signed off. Must be emailed to Professional Standards Officers, Strathfield by end November 		
Weeks 6 & 7	<ul style="list-style-type: none"> Supervisor/mentor and teacher meeting – focus Standard 6: Engage in professional learning. Discuss accessing Teacher Professional Learning (TPL) through Intranet, MyPL@Edu, Teachers Federation and professional associations 		
	<ul style="list-style-type: none"> Maintaining Professional Development Log. (See My Account on NESA website) Resource: Professional Learning http://www.nswteachers.nsw.edu.au/current-teachers/maintain-proficient-teacher-accreditation/record-pd/ 		
Week 8	<ul style="list-style-type: none"> Supervisor/mentor and teacher meeting – focus <i>Values in NSW Government Schools</i>. Discuss the importance of, and link to own practice, the values of Integrity, Excellence, Respect, Responsibility, Cooperation, Participation, Care, Fairness and Democracy. Resource: Values http://www.schools.nsw.edu.au/studentssupport/studentwellbeing/values/core/ 		
Weeks 9 & 10	<ul style="list-style-type: none"> Final Celebration Forum led by DP (11–12) Focus on preferred pedagogical practices, and what we have learned about ourselves, the school, teaching and learning. Future plans and directions 		

Part 3 Appendix 5: New Teacher Funding Proposal Submission

Head Teachers: Please submit this application for approval and keep a signed copy in your faculty files

New Teacher	Date submitted
Faculty	Head Teacher
Teacher Relief Day Schedule (See DELTA)	

Submissions are now requested for 20__ proposals.

The purpose is to provide opportunities for new teachers at the school to focus on any special needs or goals which contribute to their teaching practice during the probationary period. Days can be used to assist in the new teachers' induction, professional development and achievement of accreditation at the level of Proficient Teacher. Not all permanent teachers on probation are new to teaching, and principals will have flexibility to design a program of support which takes into account each permanent on probation teacher's specific strengths, needs and context.

Please complete the details below in the spaces provided and submit with sign off to DP (11–12).

SEMESTER 1

1. Term 1

Project outline

2. Term 2

Project outline

SEMESTER 2

3. Term 3

Project outline

4. Term 4

Project outline

Please note: It is a Department Audit Requirement that Head Teachers keep a record of the relief days used for the days recorded in this application. Please email any variations to the details in this application to DP (11–12).

Additional comments

Head Teacher Signature _____ **Date** _____

Please complete and submit to DP (11–12) for approval by (DP (11–12) to complete) _____
[date]

PART 4: ACCREDITATION WITH NESA

All NSW government school teachers must be accredited at Proficient Teacher level. Some teachers – specifically those who were teaching in NSW government schools before October 2004 have not had an absence of more than 5 years since and have completed satisfactory PDPs – are regarded as teachers deemed Proficient, not requiring accreditation at this time.

All other teachers must seek accreditation at Proficient Teacher level.

In NSW, the NSW Educational Standards Authority (NESA) oversees the process of accreditation for all teachers, in consultation with Teacher Accreditation Authorities (TAA). For all schools, the Principal is the TAA.

4.1 The Australian Professional Standards for Teachers

The *Australian Professional Standards for Teachers* (the Standards) describe the key elements of quality teaching that improve educational outcomes for students.

A full description can be found at NESA site [*The Australian Professional Standards for Teachers.pdf*](#). They articulate what teachers Australia-wide are expected to know and be able to do at each of the four career stages:

- Graduate Teacher
- **Proficient Teacher** – mandatory for all NSW government school teachers
- Highly Accomplished Teacher
- Lead Teacher

Teachers applying for accreditation as Proficient Teacher, Highly Accomplished Teacher or Lead Teacher need to provide evidence to NESA which demonstrates that they meet the Standards at the level for which they are applying. SDEHS supports teachers in gaining and maintaining mandatory accreditation at Proficient Teacher level, which is required for all teachers in NSW government schools and employed by the Department.

The Principal, principal's delegate (DP (11–12)), supervisor and teacher seeking accreditation at Proficient Teacher level have roles and responsibilities in the preparation, processing and submission to NESA of the accreditation report and annotated evidence portfolio. These are outlined in the table at Appendix 1 which is taken directly from the *Accreditation at Proficient Teacher Procedures*.

4.2 NESA process for teachers maintaining accreditation at Proficient Teacher level

It is a mandatory requirement for accredited teachers to maintain their accreditation with NESA.

To maintain accreditation at Proficient Teacher level, teachers must:

- hold a current NSW Working With Children Check (WWCC) Clearance
- pay their annual accreditation fee to NESA
- continue to demonstrate their practice against the Standards
- complete a mandatory minimum 100 hours of continuing professional development over the maintenance period

4.2.1 Maintenance of Accreditation Period

- Permanent accredited teachers employed fulltime have five years to complete each maintenance of accreditation phase.
- Casual, temporary and part-time teachers who are accredited at Proficient Teacher have seven years to complete each maintenance of accreditation phase.

In cases where a break in teaching service may lead to an accredited teacher being unable to meet the requirements for maintenance of accreditation, the teacher may apply for a leave of absence from maintenance of accreditation through NESAs.

4.2.2 Professional development

The required 100 hours of professional development comprises:

- a minimum of 50 hours of NESAs Registered professional development, and
- the balance in Teacher Identified professional development, which may include courses and programs that are not registered through NESAs as well as conferences, workshops, professional reading, observations, research and delivery of professional learning and development.

Promptly after completing any professional development activities, accredited teachers need to record the details of the professional development activity and their evaluation, through the NESAs website. The Principal as Teacher Accreditation Authority (TAA) verifies this online. At SDEHS this function is delegated to DP (11–12).

4.2.3 Preparing and submitting the NESAs Maintenance of Accreditation Report

In the final three months of a maintenance period, the teacher must declare that they have maintained their practice at the Standards for Proficient Teacher, and completed all requirements for maintenance of accreditation, in their NESAs online account. After the teacher has completed their maintenance of accreditation declaration, and before the end of their maintenance period, the principal must attest as to whether or not the teacher has continued to maintain their practice against the Standards according to the school processes identified by the TAA.

4.3 NESAs process for teachers seeking accreditation at Proficient Teacher level

When a teacher is confident that their practice meets all of the Standard Descriptors for Proficient Teacher they should initiate a discussion with their supervisor about their readiness to finalise their accreditation.

Teachers employed on a casual basis who work in a number of schools/services should approach a school/service or TAA with whom they have an established relationship to finalise their accreditation at Proficient Teacher.

If a principal/service director and/or TAA cannot confidently make a judgement about a casual teacher's practice they may decline a request from a casual teacher to make the accreditation decision (see also Section 6 of the Policy).

Teachers must initiate a discussion about finalising their accreditation no later than three months before the end of their maximum accreditation timeframe (see Section 5 of the Policy).

To finalise a teacher's accreditation the following evidence must be submitted:

- documentary evidence of the teacher's practice that they have selected, annotated and submitted to their supervisor (see 4.2.2 of the Policy)
- a report on an observation of the teacher's practice completed by their supervisor (see 4.2.3 of the Policy);¹⁰ and
- the Proficient Teacher Accreditation Report completed by the teacher's supervisor (see 4.2.4 of the Policy).

Collectively, a teacher's evidence must:

- address at least one Proficient Teacher Standard Descriptor from each of the seven Standards
- demonstrate their engagement in a range of professional activities.

4.3.1 Determining readiness to finalise accreditation

Teachers should determine their readiness to finalise their accreditation in consultation with their supervisor. The supervisor's judgment is holistic and is made on the basis of a range of factors including documentary evidence, observation of the teacher's practice and the supervisor's knowledge of the teacher's practice.

When the teacher and supervisor agree that the teacher's practice meets the Standards for Proficient Teacher, the supervisor must begin the process of finalising the teacher's accreditation to enable a decision to be made (in line with Section 6 of the Policy).

If a supervisor determines that a teacher's practice does not meet all of the Standard Descriptors the supervisor must notify the principal/service director and the teacher in writing within 21 calendar days of the teacher initiating a discussion about finalising accreditation. The supervisor's notification to the principal/service director and teacher must indicate which Standard Descriptors the teacher has yet to demonstrate and must include advice on appropriate strategies and support to assist the teacher in meeting all of the Standard Descriptors. In cases where the principal/service director is not the TAA, and they consider that the issue/s may negatively impact on the accreditation decision, they must inform the TAA within 21 calendar days of being advised by the supervisor. The principal/service director's notification to the TAA must indicate the specific Proficient Teacher Standard Descriptor/s that the teacher does not meet.

4.3.2 Selecting and annotating documentary evidence of practice

To finalise accreditation teachers must select five to eight items of documentary evidence they have collected during their accreditation period to annotate and submit to their supervisor in their NESA online account. Teachers should consult their supervisor when selecting items to annotate and submit. Teachers' selection of annotated documentary evidence must demonstrate their engagement in a range of professional activities.

Teachers who have worked in more than one school/service may use documentary evidence of their practice from employment in a number of schools/services when they are finalising accreditation. Teachers who collect evidence from a number of schools/services may choose to have their evidence authenticated by a colleague accredited at Proficient Teacher or above to confirm that the evidence is the teacher's own work.

Each selected item of documentary evidence must:

- illustrate practice at the Proficient Teacher level
- address two to four Standard Descriptors
- be annotated by the teacher, in their NESA online account, to explain how it demonstrates the teacher's achievement of the identified Standard Descriptors.

A teacher's selection of annotated documentary evidence that they submit to finalise accreditation must not exceed 10MB per item and must not exceed 35 single-sided pages in total.

A teacher's collection of evidence that they submit to finalise accreditation, which includes their annotated documentary evidence and a report on an observation of their practice completed by their supervisor (see Section 4.2.3 of the Policy), must address at least one Proficient Teacher Standard Descriptor from each of the seven Standards.

While a teacher's practice must meet all of the Standard Descriptors before they can be accredited at Proficient Teacher, teachers are not required to submit evidence that addresses every Standard Descriptor to finalise their accreditation. Nor are teachers required to generate documentary evidence for every Standard Descriptor in preparation for finalising accreditation, or to annotate documentary evidence prior to finalising accreditation. Evidence should be drawn from a teacher's daily practice as this develops over time.

4.3.3 Observing the teacher's practice

To finalise accreditation teachers must have their practice observed by their supervisor. Supervisors are required to provide teachers with feedback and a report on their observation of the teacher's practice within 14 calendar days of the observation.

While a range of colleagues may observe a teacher's practice and provide them with feedback throughout the teacher's accreditation period, the observation submitted by the teacher to finalise their accreditation must have been completed by their supervisor.

The supervisor's report on their observation of the teacher's practice must reflect two to four Standard Descriptors for Proficient Teacher and must include:

- a record of the discussion between the teacher and the supervisor prior to the observation, including details of the negotiated and agreed lesson/teaching and learning experience to be observed
- the two to four Standard Descriptors the teacher and supervisor have agreed will be the focus of the observation
- a written account by the supervisor on the observation of the teacher's practice, referencing the agreed Standard Descriptors
- the teacher's reflection on their teaching practice
- written feedback to the teacher from the supervisor following the observation.

Supervisors may use or refer to NESA's template observation report but are not required to. The supervisor's observation report must not be annotated by the teacher.

The teacher must submit the observation report through their NESA online account when they are finalising their accreditation, in addition to their selection of five to eight items of annotated documentary evidence (see Section 4.2.2 of the Policy).

Collectively, a teacher's evidence must address at least one Proficient Teacher Standard Descriptor from each of the seven Standards.

4.3.4 Completing the Proficient Teacher Accreditation Report

When the teacher has submitted their annotated documentary evidence and a report on an observation of their practice in their NESA online account, the teacher's supervisor must complete the Proficient Teacher Accreditation Report within 21 calendar days of the teacher's submission. The report is completed through the supervisor's NESA online account.

Once the supervisor has completed the report, the teacher must read the report and acknowledge that they have read the report in the teacher's NESA online account.

Teachers should allow up to 28 calendar days from acknowledging that they have read their supervisor's report for the TAA to make the accreditation decision.

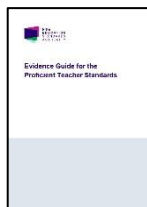
4.4 SDEHS process for supporting teachers seeking accreditation at Proficient Teacher level

SDEHS has a five step process for supporting teachers seeking accreditation at Proficient Teacher level. Teachers need to demonstrate that they are meeting all of the *Australian Professional Standards for Teachers* at Proficient Teacher level. They do this by preparing an annotated portfolio of evidence, and submitting it along with an accreditation report written by their supervisor.

Teachers seeking accreditation at Proficient Teacher level should refer to the checklist at Appendix 1. They are supported and guided through the application process by their supervisor and the DP (11–12) (or delegate). A summary of the process is at Appendix 2.

4.4.1 Step 1 – Pre-application conversation and background reading

The teacher seeking accreditation at Proficient Teacher level has a pre-application conversation with DP (11–12). Before arranging to meet with DP (11–12) the teacher is expected to have accessed the Port Jackson Principals' Network accreditation site at <https://www.smores.com/ygdy-essential-links> for up to date documentation and policy advice. The teacher also needs to print out these documents which will be referred to constantly throughout the accreditation process:



1. Department [Accreditation at Proficient Teacher Procedures.pdf](#) (Accreditation Procedures)
2. NESA [The Australian Professional Standards for Teachers.pdf](#) (the Standards)
3. NESA [Evidence Guide for the Proficient Teacher Standards.pdf](#) (the Evidence Guide)
4. NESA [Proficient Teacher Accreditation Policy.pdf](#) (the Policy)

At the first meeting with the DP (11–12), DP (11–12) checks that the teacher understands and meets the criteria as documented in the *Accreditation at Proficient Teacher Procedures*. The teacher needs to read the following sections in the *Accreditation at Proficient Teacher Procedures* before the meeting.

- 3. Responsibilities and delegations
- 5. Achieving Proficient teacher accreditation
- 5.1. Use of NESA online account
- 6.2. Service requirements for permanently appointed teachers who require accreditation
- 6.3. Service requirements for temporary and casual teachers

At the meeting the teacher will be provided with some background reading, support materials, sample evidence folios and advice on using the *Evidence Collection and Mapping Tool* (Appendix 3) so that they can start to think about the types of evidence that must be linked to the *Australian Professional Standards for Teachers*.

4.4.2 Step 2 – Collection of evidence

Once a teacher has a range of teaching experience, they begin collecting documentary evidence as samples of their work to demonstrate their teaching practice at Proficient Teacher.

The documentary evidence collected by teachers comprises of material normally used in preparing for and delivering teaching programs and assessing and recording student achievement of learning outcomes.

Documentary evidence collected is a sample of a teacher's work, it is not a comprehensive portfolio. A teacher's practice must meet all the Standard Descriptors before they can be accredited at Proficient Teacher, however teachers are not required to collect or annotate evidence for each of the 37 Standard Descriptors. Each item of evidence should only address two to four Standard Descriptors.

To finalise accreditation teachers must select five to eight items of documentary evidence they have collected during their accreditation period to annotate and submit to their supervisor in their NESA online account. Teachers should consult their supervisor when selecting items to annotate and submit. Teachers' selection of annotated documentary evidence must demonstrate their engagement in a range of professional activities.

Teachers need to consider the following when putting together their package of evidence:

- Think quality, not quantity
- The evidence package should be a collection of samples of the teacher's work: documents normally used in preparing for and delivering teaching programs and in assessing and recording student achievement of learning outcomes
- The evidence package should be made up of between five and eight items of documentary evidence.
- Annotations should tell the story of the document in terms that are specific to the Standard Descriptors, so that the supervisor and the TAA can easily understand the teacher's view on the link between the documentary evidence and the Standards
- A teacher's selection of annotated documentary evidence that they submit to finalise accreditation must not exceed 10MB per item and must not exceed 35 single-sided pages in total.
- Avoid lengthy documents and photographs

- Any information which would allow a student or colleague to be identified must be removed from the teacher's submitted evidence.

The types of evidence which could be considered include:

- Annotated excerpts from plans, lesson materials and programs developed by the teacher
- Analysis and reflection on study day lessons
- Annotated student work samples (bearing in mind issues of confidentiality)
- Reports to parents and community members (bearing in mind issues of confidentiality and sensitivity to student background)
- Written feedback of teaching observations
- Notes from team teaching or collaborative planning opportunities
- Documented behaviour management strategies
- Minutes from meetings, or notes from supervising teacher, regarding teaching observed, lesson planning and student achievement
- Written reflection and feedback from professional learning opportunities highlighting the effect this has had on the teacher's practice and on student learning
- Record of teaching and learning at Field Service Visits, Study Days, phone lessons, excursions, school camp, SRC meetings
- Student feedback sheets, examples of adjusted work.

Teachers who collect documentary evidence from a number of schools need to have their work authenticated by a colleague accredited at Proficient Teacher or above. This will be applicable for temporary and casual teachers who will have their evidence authenticated at the school in which the document was used. Authentication can be completed in the NESA online account. Authentication is a process where a colleague confirms the evidence as the teacher's own work, it is not a verification process of the evidence being representative of the Standards. A separate verification process will be undertaken by a supervisor once the teacher submits all their documentary evidence when finalising their accreditation.

Mapping the Evidence

The evidence needs to be mapped using the *Evidence Collection and Mapping Tool* (Appendix 3), demonstrating that all of the standards at Proficient Teacher level have been covered.

When the teacher has decided what evidence they will include in their evidence package and has mapped the evidence, the teacher arranges a meeting with DP (11–12) (or delegate). Together they discuss the appropriateness of the selected evidence. While a teacher's practice must meet all of the Standard Descriptors before they can be accredited at Proficient Teacher, teachers are not required to submit evidence that addresses every Standard Descriptor to finalise their accreditation. Nor are teachers required to generate documentary evidence for every Standard Descriptor in preparation for finalising accreditation, or to annotate documentary evidence prior to finalising accreditation. Evidence should be drawn from a teacher's daily practice as this develops over time

4.4.3 Step 3 – Annotating the evidence and preparing the evidence portfolio

Annotations are a significant feature of the evidence and demonstrate the achievement of the standards at Proficient Teacher level. Each piece of evidence must be annotated. A succinct and thoughtful annotation of how each document selected demonstrates the teacher's achievement of the identified Standard Descriptors is a significant feature of evidence. Each piece of documentary evidence that a teacher submits must be annotated by the teacher within their NESA online account to demonstrate achievement of two to four Standard Descriptors at Proficient Teacher. A sample is provided at Appendix 6. Further advice on the selection and annotation of evidence is available on the NESA website.

Each selected item of documentary evidence must:

- illustrate practice at the Proficient Teacher level
- address two to four Standard Descriptors
- be annotated by the teacher, in their NESA online account, to explain how it demonstrates the teacher's achievement of the identified Standard Descriptors

A teacher's collection of evidence that they submit to finalise accreditation, which includes their annotated documentary evidence and a report on an observation of their practice completed by their supervisor, must address at least one Proficient Teacher Standard Descriptor from each of the seven Standards.

Annotations should describe why the selected activities and resources were used and that learning has occurred.

4.4.4 Step 4 – Observing the teacher's practice

To finalise accreditation teachers must have their practice observed by their supervisor. Supervisors are required to provide teachers with feedback and a report on their observation of the teacher's practice within 14 calendar days of the observation. Their supervisor must have completed the observation submitted by the teacher to finalise their accreditation.

The supervisor's report on their observation of the teacher's practice must reflect two to four Standard Descriptors for Proficient Teacher and must include:

- a record of the discussion between the teacher and the supervisor prior to the observation, including details of the negotiated and agreed lesson/teaching and learning experience to be observed
- the two to four Standard Descriptors the teacher and supervisor have agreed will be the focus of the observation
- a written account by the supervisor on the observation of the teacher's practice, referencing the agreed Standard Descriptors
- the teacher's reflection on their teaching practice
- written feedback to the teacher from the supervisor following the observation.

Supervisors may use or refer to NESA's template observation report but are not required to. The teacher must not annotate the supervisor's observation report.

The teacher must submit the observation report through their NESA online account when they are finalising their accreditation, in addition to their selection of five to eight items of annotated documentary evidence.

4.4.5 Step 5 – Finalising and submitting evidence

No later than three months before the end of their maximum accreditation timeframe and after ongoing consultation with their supervisor, the teacher submits the annotated evidence which best demonstrates their teaching at Proficient Teacher along with the report on an observation of their practice completed by their supervisor. The teacher must not annotate the observation report.

The focus for submitted evidence is on quality not quantity – the submitted evidence should not exceed 35 single-sided pages in total and not exceed 10MB per item. For example, evidence may be made up of about three to four pages for each of the five to eight documents.

Once evidence is submitted, the supervisor will be notified and have 21 calendar days to write a Proficient Teacher Accreditation Report.

4.5 Teachers seeking accreditation at Highly Accomplished Teacher or Lead Teacher

The process of accreditation of teachers at the final two career stages of Highly Accomplished Teacher (HAT) and Lead Teacher (LT) is outlined in the Teacher Accreditation Act 2004.

Applicants must develop and submit a comprehensive formal submission for assessment and approval by NESA. The submission must demonstrate how the teacher meets the Australian Professional Standards for Teachers at Highly Accomplished Teacher or Lead Teacher level. Three sources of evidence are required – documentary, referee reports and external observation. There is a submission fee.

Information regarding accreditation at these higher levels can be found on the NESA website <http://www.nswteachers.nsw.edu.au/current-teachers/apply-for-highly-accomplished-teacher-accreditation/>.

4.5.1 NESA processes for teachers seeking accreditation at Highly Accomplished Teacher or Lead Teacher level

The *Accreditation at Highly Accomplished Teacher and Lead Teacher Procedures* describe the process for teachers employed by the Department to voluntarily seek accreditation at those higher career stages. The following information is a summary of the key components in the process and is taken directly from the *Accreditation Procedures*. Teachers considering applying for accreditation at one of the higher levels need to read the procedures in their entirety, and other associated policies referenced in the procedures, before discussing with DP (11–12) their intention to proceed.

Seeking accreditation at the higher career stages is an individual voluntary process which is organised and managed by the teacher. Teachers seeking accreditation at the higher career stages are responsible for planning and managing their online submission and working with referees and an external observer. There is a maximum three year timeframe for a teacher to complete a submission. An extension of time is available from NESA to accommodate periods of leave if required.

4.5.2 SDEHS process for teachers seeking accreditation at Highly Accomplished Teacher or Lead Teacher level

Teachers considering voluntarily seeking accreditation at a higher level career stage need to be assessed for both eligibility and suitability.

At SDEHS, the DP (11–12), in consultation with the Principal, undertakes this assessment. The process is summarised at Appendix 8.

4.5.2.1 Teacher eligibility

A teacher is not required to complete accreditation at Highly Accomplished Teacher level before applying for accreditation at Lead Teacher level.

However, teachers are required to be accredited at Proficient Teacher level before beginning the process of seeking accreditation at either of these higher levels. They must also have been assessed as satisfactory at Proficient Teacher level 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 level. It is also recommended that teachers complete one maintenance of accreditation phase at Proficient Teacher level before finalising an accreditation submission for the higher career stages. This includes all teachers deemed Proficient.

4.5.2.2 Teacher suitability

At SDEHS, the teacher considering seeking accreditation at one of the higher career stages will liaise with DP (11–12) (who will liaise with the Principal) to ensure that:

- Principal (or DP (11–12)) discusses the preliminary application with the teacher. After the teacher has advised NESA that they are proceeding with an accreditation submission, the Principal will receive an online acknowledgement from NESA to confirm they are aware that the submission has been lodged.
- The Principal or DP (11–12) engages with and supports the teacher to understand the Standards and review their own practice against them.
- The Principal or DP (11–12) conducts one of the teacher's two Performance and Development Plan (PDP) school based collegial observations, which are part of the maintenance of Proficient Teacher accreditation, and writes an observation report noting which aspects of practice and which standards descriptors were the focus of the observation.

4.5.2.3 Preparing for accreditation at Highly Accomplished Teacher or Lead Teacher level

Teachers who are preparing for accreditation at one of the higher levels need prepare in the following ways:

- Assess their own practice against each of the standard descriptors and decide if they meet the Standards to apply for accreditation at the relevant level. To achieve accreditation at the higher career stages, teachers must demonstrate that they have achieved each of the standard descriptors.
- Before submitting an online preliminary application, discuss with the Principal or their line manager their current practice against the Standards and their intention to commence an accreditation submission.

- Complete the online preliminary application on the [NESA website](#) as a means of assessing readiness to proceed with a submission. This is an indicator of likely success rather than a guarantee of success.
- Check the procedure for paying fees.

4.5.2.4 Developing an accreditation submission

The teacher must inform the Principal that they have commenced their accreditation submission and become a candidate for the higher career stage accreditation. The evidence that makes up the accreditation submission comes from three sources: documentary evidence annotated against the Standards; referee reports, and an external observer report.

In addition, candidates for Lead Teacher accreditation are required to undertake a Lead Initiative, and must include a statement about the Lead Initiative as part of their evidence. The Lead Initiative should be linked to the school plan or Department priorities and be implemented over a minimum of 6 months. The candidate needs to seek the Principal's support for the Lead Initiative proposal.

Teachers need to read thoroughly and understand the requirements for the preparation of documentary evidence, referee reports and external observations as outlined in the *Highly Accomplished Teacher and Lead Teacher Accreditation Procedures*.

4.6 Revocation and Suspension of Accreditation

Information for Teacher Accreditation Authorities (TAAs) and Employers outlining processes including refusal of TAA to accredit a teacher at Proficient Teacher and protocols where a teacher fails to meet maintenance of accreditation requirements. (Appendix 10 Revocation and Suspension).

Part 4 Appendix 1: Checklist for teachers seeking accreditation at Proficient Teacher

Reference: *Accreditation at Proficient Teacher Procedures*

https://detwww.det.nsw.edu.au/policies/employment/recruit/tchr_acred/AccredProced.pdf

I have:

1	ensured that my Principal and supervisor are aware of my stage of accreditation and the date of the end of my current accreditation period (refer to NESA if unsure) or (if a casual teacher) discussed with the Principal that I am seeking support to complete my accreditation at that school	<input type="checkbox"/>
2	provided my Principal with a copy of my approval to teach letter and my NESA accreditation number	<input type="checkbox"/>
3	paid my fees to NESA, if applicable and advised them of any changed contact details or employment status	<input type="checkbox"/>
4	become familiar with the relevant documents concerning accreditation at Proficient Teacher by reading the available information from NESA and the Department	<input type="checkbox"/>
5	actively participated in my school's induction program	<input type="checkbox"/>
6	been allocated a supervisor and we are communicating regularly about my support needs and professional practice	<input type="checkbox"/>
7	participated in teaching observations and feedback discussions with my supervisor	<input type="checkbox"/>
8	documented my development against the Australian Professional Standards for Teachers with the help of my supervisor	<input type="checkbox"/>
9	kept my pay advice slips as proof of my teaching service (applicable to casual teachers only)	<input type="checkbox"/>
10	collected five to eight items of documentary evidence and appropriately annotated	<input type="checkbox"/>
11	selected five to eight items of documentary evidence and submit to my supervisor in the NESA online account	<input type="checkbox"/>
12	had my practice observed by my supervisor.	<input type="checkbox"/>
13	kept copies of documentation including supporting evidence throughout the accreditation process prior to submitting these	<input type="checkbox"/>
14	Submitted no later than three months before the end of the maximum accreditation timeframe and after ongoing consultation with my supervisor, the annotated evidence which best demonstrates my teaching at Proficient Teacher along with the report on an observation of my practice completed by my supervisor.	<input type="checkbox"/>
15	become familiar with the internal review process should I need to seek an internal review of a decision not to accredit	<input type="checkbox"/>

Part 4 Appendix 2: SDEHS process to support teachers seeking an application for accreditation at Proficient Teacher level

STEP

Pre-application conversation and background reading

Teacher has a pre-application conversation with DP (11–12)

- Teacher prints off and reads Key policy documents. See references below.
- DP (11-12) checks NESA for financial status and accreditation dates for teacher, enters teacher on SDEHS Accreditation register if not already entered and advises date for processes to commence.
- DP (11-12) outlines Department requirements for evidence quantity, quality and formatting.
- Provide access to the *Evidence Collection and Mapping Tool* (Appendix 3) so that they can start to think about the types of evidence that must be linked to the *Australian Professional Standards for Teachers*.
- Each item of evidence should only address two to four Standard Descriptors.
- Reference: Department [Accreditation at Proficient Teacher Procedures.pdf](#) (Accreditation Procedures).
NESA [The Australian Professional Standards for Teachers.pdf](#) (the Standards)
NESA [Evidence Guide for the Proficient Teacher Standards.pdf](#) (the Evidence Guide)
NESA [Proficient Teacher Accreditation Policy.pdf](#) (the Policy)

STEP 2

Collection of evidence

- Teacher collects evidence and presents to DP (11-12) for initial consultation with evidence mapping matrix. Each item of evidence should only address two to four Standard Descriptors.
- Teachers must select five to eight items of documentary evidence they have collected during their accreditation period to annotate and submit to their supervisor in their NESA online account.

STEP 3

Annotating the evidence

Each selected item of documentary evidence must:

- illustrate practice at the Proficient Teacher level
- address two to four Standard Descriptors
- be annotated by the teacher, in their NESA online account, to explain how it demonstrates the teacher's achievement of the identified Standard Descriptors
- Be sure to check for spelling, grammar errors and consistency across portfolio, especially screen captures.

STEP

Observing the teacher's practice

- To finalise accreditation teachers must have their practice observed by their supervisor.
- A teacher's collection of evidence that they submit to finalise accreditation, which includes their annotated documentary evidence and a report on an observation of their practice completed by their supervisor, must address at least one Proficient Teacher Standard Descriptor from each of the seven Standards.

STEP

Finalising and submitting

- No later than three months before the end of their maximum accreditation timeframe and after ongoing consultation with their supervisor, the teacher submits the annotated evidence which best demonstrates their teaching at Proficient Teacher along with the report on an observation of their practice completed by their supervisor.
- Once evidence is submitted, the supervisor will be notified and have 21 calendar days to write a Proficient Teacher Accreditation Report.

Reference: Professional Standards and Accreditation, NSW Department of Education

See full Proficient Teacher Evidence Guide at <http://www.nswteachers.nsw.edu.au/current-teachers/how-to-get-proficient-teacher-accreditation/collect-samples-of-your-work/>

Part 4 Appendix 3: Evidence Collection and Mapping Tools

Evidence Collection and Mapping Tool

Standard	1	2	3	4	5	6	7
Evidence	1.2.1	1.2.2	1.3.2	1.4.2	1.5.2	1.6.2	
		2.1.2	2.2.2	2.3.2	2.4.2	2.5.2	2.6.2
		3.1.2	3.2.2	3.3.2	3.4.2	3.5.2	3.6.2
		3.7.2	4.1.2	4.2.2	4.3.2	4.4.2	4.5.2
		5.1.2	5.2.2	5.3.2	5.4.2	5.5.2	6.1.2
						6.2.2	6.3.2
						6.4.2	7.1.2
							7.2.2
							7.3.2
							7.4.2

Mapping evidence against the Standards – Proficient

Standard	1						2						3						4						5				6				7				
Evidence	1.2.1	1.2.2	1.3.2	1.4.2	1.5.2	1.6.2	2.1.2	2.2.2	2.3.2	2.4.2	2.5.2	2.6.2	3.1.2	3.2.2	3.3.2	3.4.2	3.5.2	3.6.2	3.7.2	4.1.2	4.2.2	4.3.2	4.4.2	4.5.2	5.1.2	5.2.2	5.3.2	5.4.2	5.5.2	6.1.2	6.2.2	6.3.2	6.4.2	7.1.2	7.2.2	7.3.2	7.4.2
elearning / Lesson																																					
TP / Lesson																																					
Response Sheet																																					
Unit of Work																																					
Assessment Task																																					
Record Card																																					
Student Report																																					
Study Day / Observation																																					
FSV																																					
TPL Register																																					

Part 4 Appendix 4: Presentation of Evidence

Any information which may allow a student or colleague to be identified must be removed from the teacher's submitted evidence. Identification of the school from which the evidence comes is acceptable.

- The teacher and the supervisor must sign and date the front (bottom) of each piece of the supporting evidence. This usually occurs during feedback discussions throughout the accreditation process.
- The Principal signs and dates the front (bottom) of each piece of the evidence on completion of the report, or to verify the authenticity of document/s (when a casual teacher is moving on from the school and intending to use the evidence as part of a future submission).
- All pages **must** be numbered 1/20, 2/20 etc.
- The front page of each set of the supporting evidence **must have**:
 - Front bottom left corner:** Teacher's full name and Accreditation Number
 - Front bottom middle:** Page numbers using the format 1/20, 2/20
 - Front bottom right corner:** Signatures of teacher, supervisor and Principal and date/s when documents were signed.
- The original signed copy of annotated evidence (Evidence Package) should be retained by the teacher. A scanned (pdf) version of the Evidence Package is submitted for accreditation.

Part 4 Appendix 5: Style and content of annotations

This Appendix offers advice on the style and content of annotations to be written by the teacher seeking accreditation at Proficient Teacher level and is taken from the NESA website.

1. Annotating lesson plans and programs

When analysing and reflecting on teaching and learning, teachers could ask themselves the following questions:

- What worked well in terms of the students' learning? Why did it work well?
- What did not work as well as expected?
- What would I do differently given the opportunity to repeat the activity?
- What would I do next in the light of what the student responses have told me about their understandings, difficulties and misconceptions?

2. Annotating student work samples

Analysing samples of student work provides an opportunity to improve teachers' knowledge of their students as well as the effectiveness of the teaching/learning cycle. It also provides insight into the complexity and depth of the student learning which has occurred. Be sure to include where the sample fits in the sequence of learning experiences, and the nature of work eg set, group task and test. The annotations and notes the teacher provides for the work samples submitted should answer these questions:

- What does the work sample demonstrate about the student's progress towards the established learning goals (including literacy and support needs)?
- What does the work sample tell you about the effectiveness of the teaching and learning which you planned and delivered?
- Where would you go next with this student?
- How would you communicate feedback to students or supervisors/parents/caregivers?

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

Annotations on evidence should briefly:	What does this look like?
Note the Standard descriptor/s it reflects	<ul style="list-style-type: none"> • Insert notation in a consistent manner after each annotation (2.2.2, 3.4.2, 4.3.2).
Explain how the document demonstrates these standards	<ul style="list-style-type: none"> • Simply writing the number of the Standard descriptor is not sufficient. The annotation should reflect the language of the Standard descriptor rather than quote it verbatim, and make an explicit link with the teacher's practice. • Make explicit links between teaching practice and the Standards descriptors) at Teacher. • Provide contextual and clarifying information explicitly linking the-supporting evidence to the standard descriptors.
Explain why the document was chosen and how it was used	<ul style="list-style-type: none"> • Put each piece of supporting evidence in the context of the-teacher's work in the school. • Include explanatory notes written on the supporting evidence to make the link between the teacher's practice and the standard descriptor explicit.
Indicate the impact or result of the work	<ul style="list-style-type: none"> • Describe how the teacher has used their professional knowledge in planning for effective learning. • Indicate insight into progress toward student learning goals.

Below are examples of documentary evidence that could be submitted by teachers as well as examples of the annotations that are required for that evidence.

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

This section also includes some advice with regard to the style and content of annotations to be written by the Teacher Seeking Accreditation at Proficient Teacher.

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

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

Write comments that enable your evidence to stand alone

Example of appropriate annotation	Inappropriate
This planning document shows that I design lessons that meet syllabus outcomes and plan for different learning needs. It indicates my capacity to integrate ICT into my everyday classroom practice (1.1.2, 1.3.2, 1.5.2, 2.1.2, 2.2.2, 2.6.2)	These documents demonstrate my capacity to meet Standards 1.1.2, 1.2.2 and 1.5.2, 2.1.2, 2.2.2, 2.6.2. OR An in-depth, detailed, standard-by-standard analysis of how this evidence shows you are meeting the standards.

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

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

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

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

Part 4 Appendix 6: SDEHS sample annotation

Evidence
Teacher 1

Evidence 1: Student Response Sheet

Evidence 1: Student Response Sheet

Response sheets include feedback sent to students, attached to the relevant unit of work. This response sheet was for a Stage 6 student who submitted revision work in preparation for the Preliminary Examinations. The student had vision and hearing impairments, which required all learning material to be adjusted in order to meet their specific abilities.

Student: [REDACTED]
Course: **English Advanced Yr 11**
Teacher: **Ms Chan**

OUT: 13/8/13
III: REVISION - Area of Study 1 (Introduction)

Teacher Comments on Record Card: HIGH: Good understanding of concept and techniques. Needs clear links to identify in all responses.

Mark: 8/10

Through a student response sheet, teachers can easily monitor students' learning progress and provide encouragement, constructive criticism and feedback on areas where they can improve.
Standards 3.1.2 and 5.2.2

A succinct example was provided to improve student learning and understanding. The concepts were highlighted in different colours as the student had

Hi [REDACTED]
It was lovely to chat to you the other day. Please feel free to contact me on the phone and email if you have questions about anything.
Thank you for returning this revision work. You have completed all the

Evidence
Teacher 2

Evidence 4
Student Record Card

SYDNEY DISTANCE EDUCATION HIGH SCHOOL

Assessment / Exam TP Warning Letters Create Course Outline Merit Certificate

Evidence 4

Student Record Card

Students are allocated a record card for each of their subjects. Teachers record all interactions regarding the student on the Student Record Card.

The student's performance in each lesson is assessed. This provides opportunities for interventions and adjustments of the student's program and learning materials.
Standard 5.1.2

GE08M Geography Yr 8 Middle School
2013 Inactive

A record card facilitates consistent feedback for students. This encourages teachers to reflect on their progress and make appropriate adjustments.
Standard 5.2.2

Date sent	Date in	eLearning In	Type	TP#	TP	Detail
5/12/2012	12/02/2013		Title Page	1		10 Starter Package 1 - Global Geography
						9.5 Achievement Award. Excellent start.

Standard Footer
– it is mandatory!
Maximum 20 pages

Name: Teacher name
Accreditation Number: BOSTES AN

Page 1 of 14

Include a box with room for signatures and date

Box must not cover evidence

Part 4 Appendix 7: Teacher Evidence Collection Record – for Proficient Teacher

Teacher Evidence Collection Record (Australian Professional Standards) Proficient for Teachers

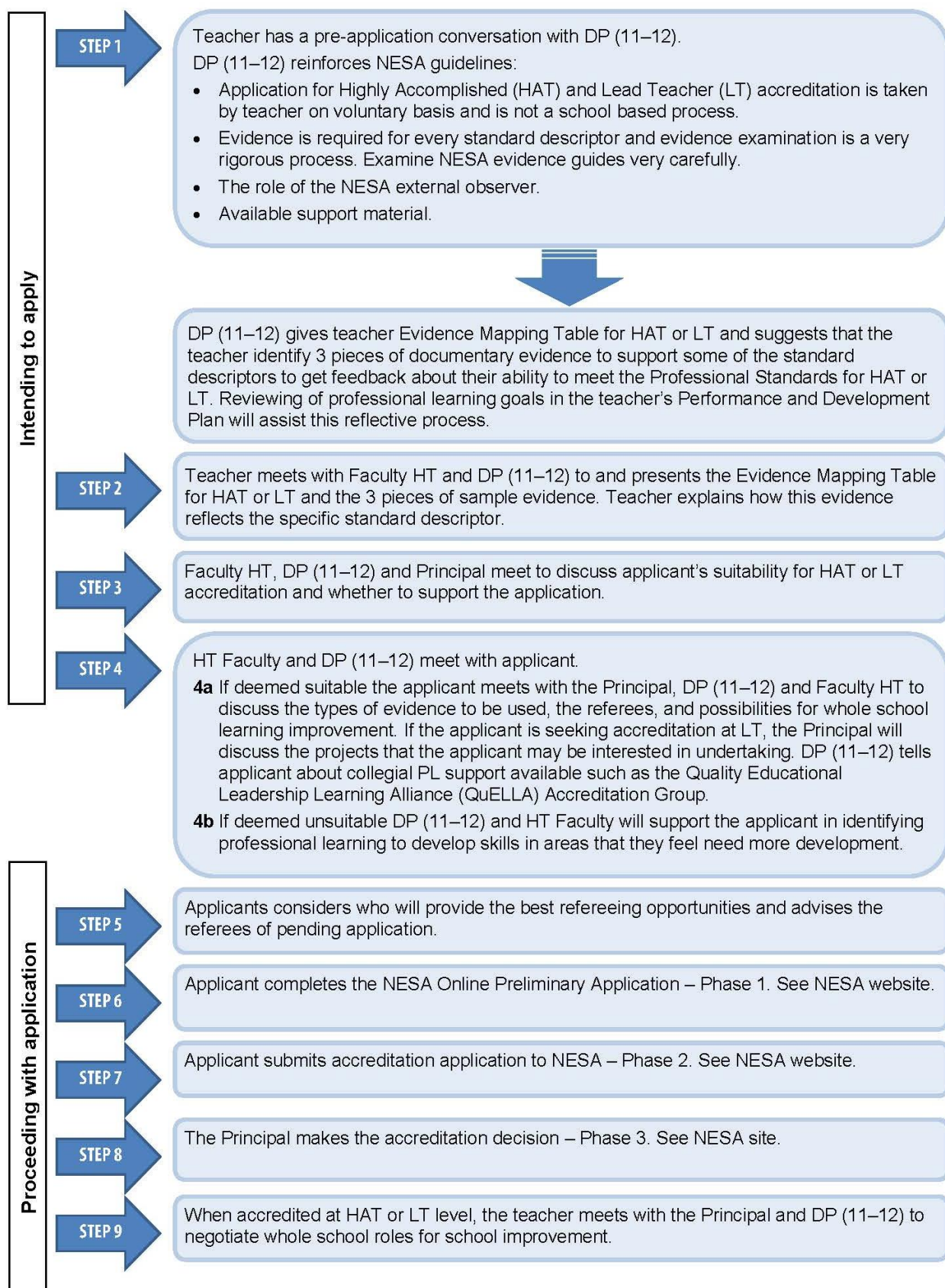
Name of teacher seeking accreditation at Proficient:		Date:
Accreditation Number:		Supervisor:
School: Sydney Distance Education High School	Principal: Mark Piddington	

Standards	Standard Descriptors	Evidence – choose	Page Nos eg 1, 2–5
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 environments			
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			

Name of teacher seeking accreditation at Proficient:		Date:
Accreditation Number:		Supervisor:
School:	Principal:	
Sydney Distance Education High School	Mark Piddington	

Standards	Standard Descriptors	Evidence – choose	Page Nos eg 1, 2–5
Standard 1 Know students and how they learn	1.1.2, 1.2.2, 1.3.2, 1.4.2, 1.5.2, 1.6.2.	elearning, Lesson, Lesson, Response Sheet, Assessment Task, Study Day, Study Day Observation, Field Service Visit, Professional Development Record.	
Standard 2 Know the content and how to teach it	2.1.2, 2.2.2, 2.3.2, 2.4.2, 2.5.2, 2.6.2.	elearning Lesson, Lesson, Response Sheet, Assessment Task, Record Card, Study Day Observation, Field Service Visit, Professional Development Record	
Standard 3 Plan for and implement effective teaching and learning	3.1.2, 3.2.2, 3.3.2, 3.4.2, 3.5.2, 3.6.2, 3.7.2.	elearning Lesson, Lesson, Response Sheet, Assessment Task, Record Card, Student Report, Study Day Observation, Field Service Visit, Professional Development Record	
Standard 4 Create and maintain supportive and safe learning environments	4.1.2, 4.2.2, 4.3.2, 4.4.2, 4.5.2.	elearning Lesson, Lesson, Response Sheet, Assessment Task, Record Card, Study Day Observation, Field Service Visit, Professional Development Record	
Standard 5 Assess, provide feedback and report on student learning	5.1.2, 5.2.2, 5.3.2, 5.4.2, 5.5.2.	elearning Lesson, Response Sheet, Assessment Task, Record Card, Student Report, Study Day Observation, Field Service Visit, Professional Development Record	
Standard 6 Engage in professional learning	6.1.2, 6.2.2, 6.3.2, 6.4.2.	elearning Lesson, Lesson, Assessment Task, Study Day Observation, Field Service Visit, Professional Development Record	
Standard 7 Engage professionally with colleagues, parents/carers and the community	7.1.2, 7.2.2, 7.3.2, 7.4.2.	Response Sheet, Assessment Task, Record Card, Student Report, Study Day Observation, Field Service Visit, Professional Development Record	

Part 4 Appendix 8: SDEHS process to support teachers seeking accreditation at Highly Accomplished Teacher and Lead Teacher level



Information for TAAs and Employers outlines processes including refusal of TAA to accredit a teacher at Proficient Teacher and protocols where a teacher fails to meet maintenance of accreditation requirements.

5/3/2017

Revocation and suspension: Information for TAAAs and employers | NSW Education Standards

The [Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy](#) (PDF 350 KB) enables NESA to make decisions to revoke or suspend a teacher's accreditation.

- o Teacher Accreditation Authorities (TAAs),
- o and employers of teachers in schools and approved centre-based early childhood services.

Under the policy, TAAs and employers are obliged to notify NESA if they believe a teacher for whom they have responsibility has breached a **relevant section of the Act**.

- o the employment and accreditation details of the teacher
- o advice about the potential breach of the Act including reference to the relevant section/s of the Act.

- o the teacher has been employed for a sufficient period of time to demonstrate all Standard Descriptors at Proficient Teacher
- o the teacher has completed a 'block of teaching' as described in the [Policy for Accreditation at Proficient Teacher](#) (PDF 405 KB), and
- o the TAA has made contact with any other relevant TAAs in order to make an informed accreditation decision.

- o the teacher was supervised and observed adequately throughout their accreditation, and
- o the teacher was provided with suitable feedback and support (in accordance with their TAA internal policy), and
- o the teacher was advised of the Standard Descriptors they are not meeting and provided sufficient support to address the standard descriptors, and
- o the teacher was provided with written notice giving 30 days warning of a decision to refuse to accredit.

Maintenance of accreditation

- o inform the teacher within 14 days after the expiry of their current maintenance period that their maintenance is overdue
- o provide 60 days for all maintenance requirements to be completed.

data:text/html;charset=utf-8,%3Ch1%20style%3D%22font-family%3A%20'Roboto'%2C%20sans-serif%3B%20font-weight%3A%20700%3B%20font-style%3A%20normal%3B%20color%3A%20rgb(40%2C%20200... 1/2

NESA is the TAA for early childhood teachers unless another TAA has been approved. Employers of early childhood teachers should alert NESA if they believe a teacher may not meet the requirements for accreditation at Proficient Teacher within the timeframe (five years for full-time and seven years for part-time/casual teachers).

More information

If you have any questions please contact us by email at contactus@nesa.nsw.edu.au or phone 1300 739 338.