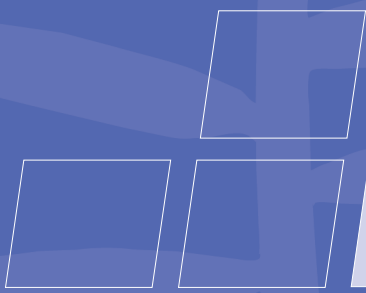
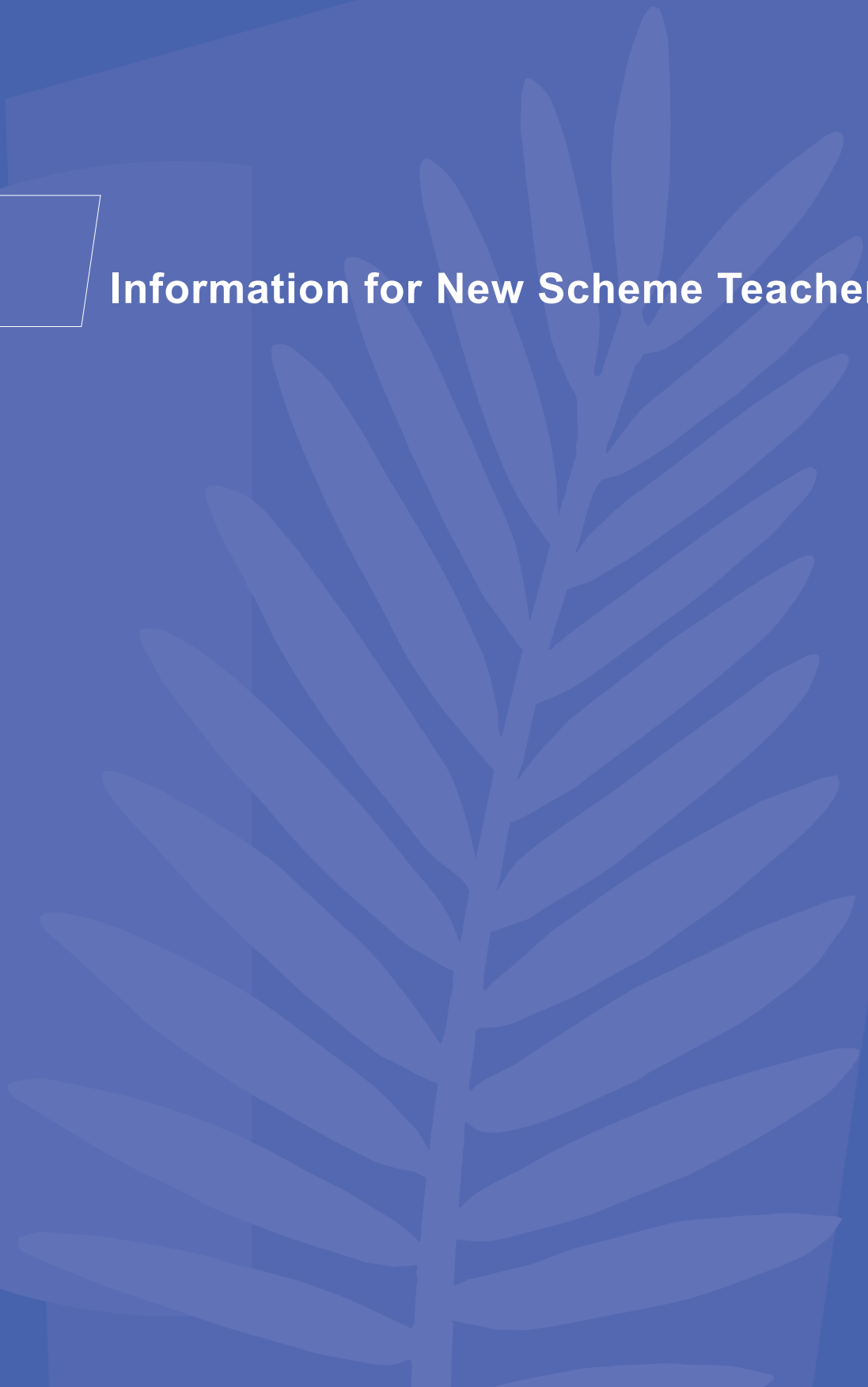




Information for New Scheme Teachers



NSW INSTITUTE OF TEACHERS





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INTRODUCTION

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

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

The Purpose of this Guide

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

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

Who is a New Scheme Teacher?

A new scheme teacher is a person who was employed for the first time as a teacher in NSW after 30 September 2004 OR a person returning to teaching after an absence of 5 or more years after this date. All new scheme teachers must achieve accreditation at Professional Competence.

Achieving Accreditation at Professional Competence

In order for you to achieve accreditation you will need to meet all the Professional Teaching Standards for Professional Competence across the seven elements.

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

Evidence for Accreditation

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

Information for New Scheme Teachers

Introduction

Roles and Responsibilities

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

Your Role

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

Your School's Role

Your school will support you in gaining accreditation at the level of Professional Competence, by giving you feedback and guidance.

The Role of the NSW Institute of Teachers

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

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

The Role of the External Assessor

The external assessor provides feedback in the form of a review to the Institute about consistency of judgements across and within TAAs.

Their review focuses on an analysis of the report and supporting evidence in relation to a statewide benchmark. External assessors' reviews include advice on emphases, and the usefulness of evidence, as well as other reporting to help assure the consistency of judgements across all TAAs.

Their reviews are returned to the Institute for inclusion in a large report to each TAA.

The external assessors' review does not affect the individual accreditation decisions made by the TAAs about their new scheme teachers.



GUIDE FOR THE COLLECTION OF EVIDENCE

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

PART ONE: The Accreditation Decision

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

It is important that you keep all original documentation that is used to recommend you for accreditation at the level of Professional Competence.

PART TWO: The Accreditation Report

This section describes the specific, annotated examples of documentary evidence that you will include in the Accreditation Report that will be written by your supervisor, signed by your TAA and forwarded to the Institute.

Documentation and the Standards

The tables on pages 7–8 and page 11 are intended to demonstrate how the Standards are aligned to classroom and professional practice. They will help you when you are collecting evidence to support your progress towards accreditation.

It is very important that you do not view this as a checklist. The Standards will always need to be integrated into teaching practice in order for you to achieve your goals and objectives. In practice, you will find that combinations of Standards or aspects of Standards apply in a range of circumstances.

Information for New Scheme Teachers

Part One: The Accreditation Decision

PART ONE: THE ACCREDITATION DECISION

Documentation to Support the Accreditation Decision

Your supervising teacher can use the documentation you collect to contribute to their decision about your accreditation. This can be used by the Teacher Accreditation Authority as stimulus for completion of the Accreditation Report.

Putting together evidence is an ongoing process, so you should retain copies of evidence and record your thinking about your development as you proceed.

In gathering evidence for the accreditation decision, you could:

- collect lesson plans and units of work or other planning documents you have developed
- collect student work samples (bearing in mind issues of confidentiality)¹
- collect reports to parents and community members (bearing in mind issues of confidentiality and sensitivity to student background)
- collect notes on observations of your teaching
- collect notes from team teaching or collaborative planning opportunities
- document behaviour management strategies
- collect notes from meetings with supervising teacher regarding teaching observations, lesson planning and student achievement
- discuss any professional learning opportunities you have participated in and the effect this has had on your teaching and your students' learning
- make notes relating to your personal practice, about relevant articles you have read and websites you have visited
- include your professional learning plan or program.

REMEMBER: You will NOT need to include all this evidence with your Accreditation Report

¹ **Privacy and Personal Information**

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



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Part One: Suggested Evidence to Support the Accreditation Decision by the Teacher Accreditation Authority



Suggested Evidence to Support the Accreditation Decision by the Teacher Accreditation Authority

Teaching and Learning Programs and/or Lesson Plans; Analysis and Reflection on Lessons Taught	Relates to Standards
Excerpts, which show:	
<ul style="list-style-type: none"> ■ Reference to the teaching and learning cycle and scope and sequence 	3.2.1; 3.2.2; 3.2.3; 3.2.5; 3.2.10
<ul style="list-style-type: none"> ■ A variety of teaching and learning activities (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives 	1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6; 3.2.3; 3.2.4; 4.2.5
<ul style="list-style-type: none"> ■ Differentiated tasks to meet the learning needs of individual students 	2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 3.2.4
<ul style="list-style-type: none"> ■ Activities and content that are appropriate to learning stages 	1.2.1; 2.2.2; 2.2.3; 3.2.4; 4.2.5
<ul style="list-style-type: none"> ■ Activities that build on prior knowledge/learning 	2.2.4
<ul style="list-style-type: none"> ■ Teaching and learning strategies that take into account student background 	2.2.1; 2.2.5
<ul style="list-style-type: none"> ■ Application of specific and appropriate literacy strategies 	1.2.1; 1.2.2; 1.2.3; 2.2.6
<ul style="list-style-type: none"> ■ A range of assessment strategies relevant to the outcomes 	3.2.5; 3.2.10
<ul style="list-style-type: none"> ■ Evidence of team teaching and collaborative planning; consultation with ESL teacher / Counsellor / Aboriginal Education Assistant etc 	2.2.5; 6.2.4; 6.2.6
<ul style="list-style-type: none"> ■ Evidence of implementation of mandatory policy documents 	6.2.8
<ul style="list-style-type: none"> ■ Evaluation of program and/or lesson plans 	3.2.10; 6.2.1
Lesson Observations	Relates to standards
Notes and discussion about lessons observed	
<ul style="list-style-type: none"> ■ Interaction with students 	4.2.1; 4.2.3; 5.2.1; 5.2.3; 5.2.6
<ul style="list-style-type: none"> ■ Classroom/Learning environment 	5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.6
<ul style="list-style-type: none"> ■ Routines and behaviour management 	5.2.2; 5.2.3; 5.2.4; 5.2.5; 5.2.6
<ul style="list-style-type: none"> ■ Lesson content and structure 	1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 3.2.2; 3.2.4; 3.2.5; 3.2.6; 4.2.1; 4.2.3; 4.2.4; 4.2.5; 5.2.4; 5.2.5
<ul style="list-style-type: none"> ■ Communication strategies and effectiveness of classroom discussion 	3.2.6; 3.2.7; 4.2.1; 4.2.2; 4.2.3
<ul style="list-style-type: none"> ■ Effectiveness of group work 	4.2.1; 4.2.4
<ul style="list-style-type: none"> ■ Management of student behaviour 	2.2.5; 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.5; 5.2.6; 5.2.7
Team Teaching/Collaborative Planning	
Notes from meetings with colleagues, support staff, supervisors	6.2.4; 6.2.6

Information for New Scheme Teachers
Part One: Suggested Evidence to Support the Accreditation Decision by the Teacher Accreditation Authority

Student work samples	
Student work samples linked to excerpts from program or lesson plans.	3.2.1; 3.2.2; 3.2.4; 3.2.7; 4.2.1; 6.2.1; 7.2.1
Classroom Management Documentation	
Annotated copy of school behaviour management forms	5.2.3; 5.2.5
Implementation of school policies and procedures	6.2.8
Implementation of classroom strategies designed to manage problems in the classroom	5.2.5
Recording and Reporting Student Progress	
Record of feedback given to students; evidence of record-keeping system	3.2.6; 3.2.7; 3.2.8
Parent/teacher meetings; plan for meetings and records; written communication to parents; record of letters etc sent home	3.2.9; 7.2.1; 7.2.2; 7.2.3; 7.2.6
Accurate record keeping of assessment, attendance and any discipline matters.	6.2.1; 7.2.5
Meeting Records	
Record of meetings with supervisor regarding teaching observed, lesson planning and student achievement.	3.2.10; 6.2.1; 6.2.2; 6.2.4; 6.2.5
Professional Learning Plan	
Professional Learning Plan that contains:	
■ Self analysis and reflection	6.2.1; 6.2.3
■ Attendance and participation in professional learning opportunities	1.2.1; 6.2.2; 6.2.3; 6.2.7
■ Use of/ implementation of professional learning activities	7.2.4

REMEMBER: Only a selection of these documents presented for the accreditation decision should be included in the Accreditation Report which is forwarded to the NSW Institute of Teachers. This is explained in Part Two.



PART TWO: THE ACCREDITATION REPORT

Documentation for Inclusion with Your Accreditation Report

After the Teacher Accreditation Authority has made the decision about your accreditation, an Accreditation Report is submitted to the NSW Institute of Teachers. Selected evidence of your work accompanies this report. **This evidence is to be drawn from your everyday teaching practice and is to be annotated by you.**

When you are selecting the pieces of evidence to submit to the NSW Institute of Teachers, consider the relationship between the report written by your supervisor and the evidence. They should relate to one another.

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

You need to annotate the evidence that is to be included with the Accreditation Report. The annotations ensure that your work can be understood outside your context and should demonstrate your achievement of the Standards. The annotations should make specific links between your teaching practice and the Standards. For example, *This planning document demonstrates achievement of Standards 1.2.1, 1.2.2, 1.2.4 and 2.2.3. It shows that I design lessons that meet syllabus outcomes, that I plan for different learning needs and take into account the prior knowledge of my students. It indicates my capacity to integrate ICT into my everyday classroom practice.*

The annotations should also match the Standards you have selected. For example, if you annotate a student work sample to demonstrate Standard 3.2.7 - *Provide timely, effective and consistent oral and written feedback to students to encourage them to reflect on and monitor their learning* - then it is important to see the evidence of this on the work sample.

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

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Part Two: Documentation for Inclusion with Your Accreditation Report

What to submit?

Submit only an appropriate number of well annotated documents rather than a large number of documents that do not contribute to evidence for the Accreditation Report. You should submit:

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

a) Lesson Plans and/or Programs

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

For example: *This planning document demonstrates achievement of Standards 1.2.1, 1.2.2, 1.2.4, 3.2.3 and 4.2.4. It shows that I design lessons that meet the syllabus outcomes and have a depth of content in the information and questions that the students worked on (1.2.1 and 3.2.3). My use of group work, designed to group together students who are working to a similar standard in this subject, was chosen in order to encourage equal participation and demonstrates that I plan for different learning needs (Standards 1.2.2 and 4.2.4). The presentation of the final report to the class indicates my capacity to integrate ICT into my everyday classroom practice (Standard 1.2.4).*

b) Student Work Samples

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

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

For example: *This student work sample demonstrates Standard 3.2.7. It is drawn from a homework exercise designed as an extension on the topic covered in class. My comment reflects my awareness of the student's previous knowledge and encourages him to see the link between the previous task and this one. I asked him to read his response to the class and used it to stimulate discussion that reinforced our study of the topic.*

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

The following table aligns the Standards with examples of evidence.



Part Two: Suggested Evidence for Inclusion with Your Accreditation Report



Suggested Evidence for Inclusion with Your Accreditation Report

These are examples of evidence you can supply for inclusion with your Accreditation Report. This evidence should comprise material gathered in the course of your daily work as a teacher. You can see that one excerpt can demonstrate many Standards.

Annotated excerpts of planning documents, lesson preparation and student learning which show the following aspects of your teaching practice:	Relates to Standards
■ Reference to the teaching and learning cycle and scope and sequence	3.2.1; 3.2.2; 3.2.3; 3.2.5; 3.2.10
■ A variety of teaching and learning activities (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives	1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6; 3.2.3; 3.2.4; 4.2.5
■ Differentiated tasks to meet the learning needs of individual students	2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 3.2.4
■ Activities and content that are appropriate to learning stages	1.2.1; 2.2.2; 2.2.3; 3.2.4; 4.2.5
■ Activities that build on prior knowledge/learning of students	2.2.4
■ Teaching and learning strategies that take into account student background	2.2.1; 2.2.5
■ Application of specific and appropriate literacy strategies	1.2.1; 1.2.2; 1.2.3; 2.2.6
■ A range of assessment strategies relevant to the outcomes	3.2.5; 3.2.10
■ Evidence of team teaching and collaborative planning; consultation with ESL teacher / Counsellor / Aboriginal Education Assistant etc	2.2.5; 6.2.4; 6.2.6
■ Evidence of implementation of mandatory policy documents	6.2.8
■ Evaluation of programs and/or lesson plans	3.2.10; 6.2.1
■ Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production (eg homework, group work, assessment task)	3.2.1; 3.2.2; 3.2.4; 3.2.7; 4.2.1; 6.2.1; 7.2.1
■ Annotated record of feedback given to students; evidence of record-keeping system	3.2.6; 3.2.7; 3.2.8
■ Classroom management documentation	5.2.3; 5.2.5



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