

INQUIRY INTO THE EDUCATION OF STUDENTS WITH A DISABILITY OR SPECIAL NEEDS IN GOVERNMENT AND NON-GOVERNMENT SCHOOLS IN NEW SOUTH WALES

SUPPLEMENTARY QUESTIONS

NSW EDUCATION STANDARDS AUTHORITY

1. What is the Higher Level Teacher Accreditation framework?

The Australian Professional Standards for Teachers comprises a framework of Standards that describes the work of teachers at specific career stages. The 'Higher Levels' are represented in the Standards for Highly Accomplished Teacher and Lead Teacher.

These two levels of accreditation represent increasing stages of knowledge, practice and professional engagement. They describe an increased engagement and responsibility across a broader and more complex range of situations.

The key capacity that differentiates Highly Accomplished Teacher and Lead Teacher from Proficient Teacher is the evidence of these teachers' direct and positive influence on the professional practice of their colleagues.

2. What does the framework involve?

The framework within the Australian Professional Standards for Teachers uses deliberate language choices to construct the differentiation between Highly Accomplished Teacher and Lead Teacher by describing the work, professional identities and relationships present in the career stages.

The Australian Professional Standards for Teachers characterises Highly Accomplished teachers as advocates for the profession who contribute to the professional practice and learning of colleagues, who act as mentors to new teachers and demonstrate strong engagement with the school and local community. This practice leads purposefully to improved learning outcomes for all students

Lead teachers are characterised as having an impact on student learning outcomes and colleagues at the school level. This is accomplished through mentoring and supporting teachers and initiating and leading activities that focus on improving educational outcomes for all students. This influence can extend to the broader community.

At all career stages teachers are required to demonstrate their capacity to differentiate teaching to meet the specific learning needs of students across the full range of abilities and support the full participation of students with a disability.

3. What are the requirements for accreditation under the framework?

Candidates seeking accreditation at Highly Accomplished and Lead Teacher are required to develop a cohesive body of evidence that demonstrates that their practice is at the nominated level.

The submission comprises documentary evidence, reports from referees and a report from an External Observer.

The documentary evidence in a submission demonstrates the candidate's knowledge, teaching practice and their impact on colleagues, student achievement and the broader school community.

Referee reports are provided by colleagues who attest to the candidate's practice against specified Standard Descriptors.

The External Observation is an independent review of the candidate's practice. The External Observer's report provides evidence which substantiates the candidate's claim for accreditation.

The submission is reviewed by two separate bodies. The first is a panel that is convened by the Teacher Accreditation Authority responsible for the accreditation decisions at Highly Accomplished and Lead Teacher for a group of schools. The second review is conducted by NESA's Moderating and Consistency Committee. This committee is a cross-sectoral committee comprised of accredited teachers, principals and representatives of Teacher Accreditation Authorities. This committee provides a report to the Teacher Accreditation Authority and a recommendation to either accredit or not accredit the candidate. The Teacher Accreditation Authority considers the report and makes the final accreditation decision.

4. What training and accreditation is available for principals under the framework?

Principals with a teaching role are eligible for accreditation under this framework. Teachers who achieve accreditation and subsequently gain a position as a non-teaching principal can maintain their accreditation if they wish to make adjustments to their role.

NESA has developed and delivers on-line, free information sessions for teachers and principals who are considering commencing a Highly Accomplished or Lead Teacher submission.

All candidates who have decided to proceed with a submission are encouraged to attend a free, full-day workshop developed and delivered by NESA. This workshop assists candidates to analyse the Australian Professional Standards for Teachers for the relevant career stage, articulate their practice and its impact on colleagues and evaluate the most relevant sources of evidence to include in their application.

5. How does the framework facilitate mentorship?

Embedded in the language of the Standards at Highly Accomplished and Lead Teacher are descriptions of practice that supports and develops the professional practice of colleagues. Teachers working at these levels are required to model, demonstrate, support and assist colleagues from a range of levels of experience including pre-service teachers.

All submissions need to demonstrate the support that the candidate has provided to colleagues and the difference that this has made to the colleagues' practice.

6. Please provide any available statistics regarding the framework including:

a. number of submissions made

These totals refer to submissions at all stages of progress, from completed submissions to those commenced as of 11 July 2017.

Highly Accomplished Teacher submissions	669
Lead Teacher submissions	604

b. completion rates

The completion rate per system for Highly Accomplished Teacher:

Department of Education schools	73
Catholic systemic schools	9
Independent schools	64

In addition, 26 submissions at Highly Accomplished Teacher and 15 at Lead Teacher were ceased because of an expired timeframe. The individual teachers did not request any additional time to complete.

36 submissions at Highly Accomplished Teacher and 50 at Lead Teacher were cancelled at the teacher's request.

Some of these teachers may have decided to pursue the alternative level of accreditation (i.e. change from Highly Accomplished Teacher to Lead Teacher and vice versa).

c. breakdown of teachers working in government, catholic and independent school systems

Highly Accomplished

Department of Education	424 teachers
Catholic systemic schools	78 teachers
Independent schools	163 teachers

Lead Teacher

Department of Education	511
Catholic Systemic schools	61
Independent schools	28

d. breakdown of teachers/executive staff/principals undertaking accreditation

Principals	97
Deputy Principals	74
Assistant Principals	309
Head Teachers	156
Executive other than principal	51
Teacher 5	68

There are other employment categories nominated by some teachers that appear to be system/school-specific and which differ from the above. Not every candidate has identified their employment role.