Accreditation of Teachers at Professional Accomplishment and Professional Leadership

Procedures for AISNSW Member Schools
1. Introduction

This document describes the process for teachers, who teach in the Association of Independent Schools of NSW (AISNSW) member schools, to undertake voluntary accreditation at the levels of Professional Accomplishment and Professional Leadership.

This document must be read and applied in conjunction with the Accreditation of Teachers at Professional Accomplishment and Professional Leadership – Policy for AISNSW Member Schools.

AISNSW is the Teacher Accreditation Authority (TAA) for AISNSW member schools.

2. Principles Guiding the Accreditation Process at Professional Accomplishment and Professional Leadership (Higher Levels of Accreditation)

Accreditation at Professional Accomplishment and Professional Leadership is not related to any position held by a teacher in a school.

Accreditation at other levels is not a prerequisite for the levels of Professional Accomplishment and Professional Leadership, except for new scheme teachers who are required to be accredited at the mandatory key stage of Professional Competence.

The process of accreditation of teachers at Professional Accomplishment and Professional Leadership:

- acknowledges the varied and complex circumstances and contexts in which teachers teach;
- recognises the teacher’s prior experiences, knowledge and skills;
- utilises the expertise of colleagues in providing professional support and strategies to assist accreditation at these higher levels;
- is based on the use of externally moderated professional judgements and multiple sources of evidence.

AISNSW, Heads of Schools and teachers in AISNSW member schools follow the procedures required by the New South Wales Institute of Teachers (NSWIT) in making judgements about teachers’ practice, knowledge and commitment. The NSWIT provides support material to assist those involved in the accreditation process to make valid, fair and reliable judgements.

Teachers who voluntarily undertake accreditation at Professional Accomplishment and Professional Leadership are expected to demonstrate the Professional Teaching Standards within the maximum three year timeframe.
3. Teachers Undertaking Voluntary Accreditation at Professional Accomplishment and Professional Leadership

NEW SCHEME TEACHERS
All new scheme teachers are required to meet the NSWIT mandatory accreditation requirements and maintenance of accreditation requirements at Professional Competence to be employed as a teacher in NSW member schools.

It is recommended that new scheme teachers who wish to undertake an accreditation application at the level of Professional Accomplishment or Professional Leadership complete the first mandatory maintenance of accreditation phase at Professional Competence prior to finalising an accreditation application for the higher levels. Collection of evidence for accreditation at the higher levels and completion of requirements for maintenance of accreditation at Professional Competence may occur concurrently.

RETURNING TEACHERS
Individuals with K-12 teaching experienced in NSW schools, who return to teaching following an absence of five years or more, are designated as returning teachers. This applies to teachers who are employed after 1 October 2004. For further information, returning teachers should read the previous paragraph on new scheme teachers, in relation to accreditation at the levels of Professional Accomplishment and Professional Leadership.

EXISTING TEACHERS
Existing teachers are teachers (permanent, casual or temporary) who were:

(i) employed to teach in NSW schools before 1 October, 2004; or

(ii) employed to teach in NSW before 1 October, 2004 who are returning to teaching from approved leave or after working in approved non-school based positions for a period time less than five years.

Existing teachers are not required to be accredited at the level of Professional Competence prior to electing to undertake accreditation at the levels of Professional Accomplishment and/or Professional Leadership.
4. Roles and Responsibilities

ROLE OF THE TEACHER ACCREDITATION AUTHORITY (TAA)

In accordance with the Institute of Teachers Act 2004 the NSW Minister of Education has authorised AISNSW to be the TAA for AISNSW member schools. As the TAA, AISNSW has responsibility for making accreditation decisions for teachers in member schools at the key stages of Professional Accomplishment and Professional Leadership. The AISNSW Director: Teacher Accreditation has been endorsed by AISNSW as the Authorised Person of AISNSW in relation to accreditation processes and decisions.

ROLE OF THE NSWIT

The NSWIT oversees and monitors the system of accreditation at the levels of Professional Accomplishment and Professional Leadership. This includes:

- maintaining a database of teachers at different levels of accreditation;
- managing online preliminary applications from teachers and providing feedback;
- managing the Electronic Teacher Accreditation Management System (eTAMS) profiles of teachers;
- selecting, training and allocating external observers;
- monitoring and convening the Moderating and Consistency Committee;
- transferring information to the teacher and the TAA at various stages of the accreditation process;
- issuing certificates of accreditation;
- determining ongoing professional development requirements for the levels of Professional Accomplishment and Professional Leadership;
- maintaining a record of correspondence between TAA and the NSWIT.

ROLE OF REFEREES

Teachers undertaking accreditation at Professional Accomplishment and Professional Leadership are responsible for identifying referees and for nominating the specific range of Professional Teaching Standards on which these referees will be commenting. A minimum of three referees are to be included, one of which must be the teacher’s current Head of School or the Head of School’s nominee.

Referees’ evidence should support a teacher’s claims in respect to the consistent demonstration of the Professional Teaching Standards over time. Referees are required by the NSWIT to utilise an online proforma to comment on a specific range of Professional Teaching Standards.

Once the teacher enters the names of his/her referees onto the Electronic Teacher Accreditation Management System (eTAMS) profile, the NSWIT emails each referee with his/her login details. Referees submit a final online report to the NSWIT, to which the teacher has access, and which forms part of his/her supporting evidence.

ROLE OF EXTERNAL OBSERVERS

External Observers are selected, trained and allocated by the NSWIT. External Observers conduct structured observations of the teacher’s practice, engage in discussion/s with the teacher, write and submit a final online report to the NSWIT to which the teacher has access and which forms part of his/her supporting evidence. This documentation is considered by
AISNSW as part of a teacher’s accreditation submission when making an accreditation decision.

External Observers for teachers in AISNSW member schools will be chosen from another school within the independent sector. As far as possible, external observers will have a teaching background commensurate with the teacher applying for accreditation.

**ROLE OF THE MODERATING AND CONSISTENCY COMMITTEE (MCC)**

The MCC is responsible for providing advice to TAAs about teachers’ accreditation submissions. This committee will consider accreditation submissions from teachers in all sectors across NSW to ensure a consistent and fair application of the Professional Teaching Standards and provide advice to TAAs in regard to each accreditation submission.

The NSWIT is responsible for monitoring and convening the Moderating and Consistency Committee (MCC). The NSWIT is also responsible for providing guidelines to all committee members.

**ROLE OF MENTORS AND COLLEAGUES**

Mentors or colleagues may support teachers in their professional growth and development.

In a variety of contexts, mentors or colleagues:

- provide guidance, feedback and advice for further development of teaching practice and professional growth;
- discuss the type of evidence and annotations thereof to be used to make judgements about a teacher’s submission for accreditation at Professional Accomplishment or Professional Leadership.
5. **The AISNSW Process for Accreditation at Professional Accomplishment and Professional Leadership**

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
</table>
| 1    | The teacher engages in a discussion with the Head of the School* about undertaking accreditation at the key stage of Professional Accomplishment or Professional Leadership. Casual and temporary teachers should discuss their intention to commence the process of accreditation with the Head of School or Schools at which they are employed. A Head of School planning to undertake accreditation at these levels would engage in a discussion with the TAA. *The head of the school may appoint a nominee to perform some of the head’s duties in regard to the accreditation of teachers at Professional Accomplishment and Professional Leadership. | NSWIT:  
  - *Policy and Procedures for Accreditation at Professional Accomplishment and Professional Leadership*                                                                                                                                                                                                 |
| 2    | **(Optional)** The teacher completes a preliminary application with AISNSW or NSWIT. It is highly recommended that teachers complete one of these assessments. A fee is payable to AISNSW or NSWIT. Feedback is provided by AISNSW or NSWIT as to the likelihood of success of a subsequent accreditation submission.                                                                                       | NSWIT:  
  - *Professional Teaching Standards, Policy and Procedures for Accreditation at Professional Accomplishment and Professional Leadership*                                                                                                                                                          |
| 3    | The teacher makes a decision whether to proceed with an accreditation submission. The teacher’s decision should take into consideration the advice from the Head of School or, in the case of the Head of School planning to apply for accreditation, the TAA’s advice should be considered. The teacher and Head of School discuss:  
  - the Professional Teaching Standards and procedures for accreditation at the key stages of Professional Accomplishment and Professional Leadership; and  
  - the role of the teacher in the accreditation process, in particular the selection of referees to support his/her accreditation submission, timing of external observer visit/s and managing the online process of submitting annotated supporting evidence. | AISNSW:  
  - *Accreditation of Teachers at Professional Accomplishment and Professional Leadership – Policy for AISNSW Member Schools*  
  
  NSWIT:  
  - *Accreditation at Professional Accomplishment: Information for Candidates*  
  - *Accreditation at Professional Leadership: Information for Candidates*  
  - *Evidence Guide for Professional Accomplishment*  
  - *Evidence Guide for Professional Accomplishment: Support Document*  
  - *Evidence Guide for Professional Leadership* |
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>On deciding to commence an accreditation submission the teacher pays a fee to the NSWIT. The NSWIT requires the teacher to log onto the Electronic Teacher Accreditation Management System (eTAMS) to generate his/her profile and a commencement date for their accreditation submission. The Head of the School completes an online acknowledgement with the NSWIT that they have been advised the teacher is proceeding with an accreditation submission. Heads of Schools applying for accreditation at these levels need to discuss their intention and accreditation process with the TAA.</td>
<td></td>
<td>• Evidence Guide for Professional Leadership: Support Document • Information for Teacher Accreditation Authorities and Principals • Information for External Observers • Information for Referees</td>
</tr>
</tbody>
</table>
| 4 | As part of the accreditation process, the teacher:  
- identifies a minimum of three referees and discusses with them the accreditation process;  
- logs onto his/her eTAMS profile to identify referees and nominates the Professional Teaching Standards each referee will be supporting (N.B. the NSWIT then emails referees their login details so referees are able to verify the teacher’s demonstration of the standards);  
- commences the collection, annotation and entering of documentary evidence onto his/her eTAMS profile;  
- negotiates the timing of external observer visit/s with the external observer and the Head of the School and confirms with the Head of School details of the arranged visit/s;  
- engages in follow up discussion with the external observer;  
- reads the external observer online report/s which form part of his/her supporting evidence; and  
- takes responsibility for managing their accreditation submission, seeking feedback throughout the process and the makes the decision as to when his/her submission is finalised. |  | • Policy and Procedures for Accreditation at Professional Accomplishment and Professional Leadership  
**Support Documents:**  
- Evidence Guide for Professional Accomplishment  
- Evidence Guide for Professional Accomplishment: Support Document  
- Evidence Guide for Professional Leadership  
- Evidence Guide for Professional Leadership: Support Document  
- Information for Teacher Accreditation Authorities and Principals  
- Information for External Observers  
- Information for Referees |
| 5 | The teacher reviews his or her supporting evidence to check it is annotated, addresses each standard and is entered under the relevant domain. When the teacher’s accreditation submission is nearing completion, the teacher engages in further discussion with the Head of the School about his/her submission. This is in order to obtain feedback prior to lodging a copy of the accreditation submission for review by an |  |  

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<table>
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<tr>
<th>Step</th>
<th>Action</th>
<th>Reference</th>
</tr>
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</table>
| 6    | The teacher receives confirmation from the AISNSW Office that the evidence demonstrates that the teacher has met the standards. | AISNSW:  
- *Accreditation of Teachers at Professional Accomplishment and Professional Leadership – Policy for AISNSW Member Schools*  
NSWIT:  
- *Policy and Procedures for Accreditation at Professional Accomplishment and Professional Leadership* |
| 7    | The teacher submits his/her final evidence to the NSWIT using the Electronic Teacher Accreditation Management System (eTAMS). The NSWIT notifies the AISNSW on receipt of a teacher’s accreditation submission. | |
| 8    | The AISNSW makes a recommendation on the accreditation decision which is forwarded to the NSWIT Moderating and Consistency Committee (MCC). | |
| 9    | The submission is considered by the NSWIT MCC. | |
| 10   | Once the MCC has considered the submission, AISNSW will be informed of its’ advice. AISNSW will make a final decision as to whether or not to accredit the teacher at the key stage of Professional Accomplishment or Professional Leadership. | |
| 11   | AISNSW makes the final accreditation decision. Within 28 days of notification of accreditation by the AISNSW, the NSWIT will acknowledge a decision to accredit the teacher by sending a letter to the applicant and forwarding the Certificate to AISNSW. Teachers who are not recommended for accreditation may have this decision reviewed initially by AISNSW and if still unsuccessful by the Administrative Decisions Tribunal. See section 7 for further details of the review process. | |
6. The Accreditation Decision

Where AISNSW determines that a teacher does meet the requirements for accreditation, he/she will notify the NSWIT of this decision.

Where AISNSW determines that a teacher does not meet the requirements for accreditation, he/she will notify the NSWIT in writing and advise the teacher of the internal review process.

The decision of AISNSW is final.

7. Processes for Reviewing the Accreditation Decision

If AISNSW does not intend to recommend a teacher for accreditation, a teacher may request an internal review of the decision. The request must be:

- based on issues of procedure;
- made in writing;
- supported by documentary evidence; and
- made within 28 days of the teacher being informed of the AISNSW’s accreditation decision.

The request must include the following information:

- the name of the applicant;
- the name of the TAA i.e. AISNSW; and
- the grounds for review.

The request by a teacher for an internal review is to be made to the AISNSW Director: Teacher Accreditation.

A response to the teacher’s request for an internal review will occur within 28 days from receipt. The response will advise the applicant of the date for a meeting. AISNSW will also advise the NSWIT that a review is occurring.

AISNSW and the applicant will bring to the meeting any relevant documentation relating to the grounds for review. This may include evidence from the submission, the MCC advice and AISNSW’s recommendation. A record of the meeting must be signed by the parties present and a copy made available to all parties.

AISNSW will notify the NSWIT if the initial decision not to accredit is changed following the review.

If the decision not to accredit is upheld following the internal review, the teacher may apply to the Administrative Decisions Tribunal for an appeal of the accreditation decision. Advice about this process will be provided in writing by AISNSW.
8. Issue of the Certificate of Accreditation at Professional Accomplishment or Professional Leadership

The NSWIT records the Professional Accomplishment or Professional Leadership accreditation decision and notes the teacher’s status on the NSWIT database. The Certificate of Accreditation is forwarded to AISNSW for distribution to the accredited teacher. AISNSW records the teacher’s accreditation status on the AISNSW database.

9. Maintenance of Accreditation at Professional Accomplishment and Professional Leadership

In order for teachers to continue to be recognised as being accredited at the level of Professional Accomplishment and/or Professional Leadership, they must maintain their accreditation. The NSWIT requires accredited teachers to pay an annual fee, undertake ongoing professional development and continue to meet the standards at either Professional Accomplishment or Professional Leadership to maintain their accreditation. Refer to the NSWIT Maintenance of Accreditation at Professional Accomplishment and Professional Leadership Policy for details [http://www.nswteachers.nsw.edu.au/accreditation---policies---manual/Acc_Accreditation-Policies/](http://www.nswteachers.nsw.edu.au/accreditation---policies---manual/Acc_Accreditation-Policies/).

10. Fees

Accredited teachers at the levels of Professional Accomplishment and Professional Leadership are responsible for paying annual fees to the NSWIT.

11. Revocation of Accreditation

For further information on revocation of accreditation refer to NSWIT pending policy.
# 12. Contacts

<table>
<thead>
<tr>
<th>SECTION</th>
<th>AREA OF RESPONSIBILITY</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
</table>
| NSWIT   | • Legislation          | Phone: 1300 739 338  
|         | • Publications         | Email: contactus@nswteachers.nsw.edu.au  
|         | • Fees                 | Web: www.nswteachers.nsw.edu.au  
|         | • Professional Teaching Standards | |
|         | • Accreditation and maintenance of accreditation requirements | |
|         | • Policy               | |
| AISNSW  | • Policies and procedures for accreditation and maintenance of accreditation for AISNSW member schools | Director: Teacher Accreditation  
|         | • Professional learning activities to support accreditation and maintenance of accreditation | Estelle Lewis  
|         |                         | Phone: 9299 2845  
|         |                         | Email: elewis@aisnsw.edu.au  
|         |                         | Web: www.aisnsw.edu.au |
### 13. Key Documents

All Heads of Schools and teachers involved in the accreditation of teachers at Professional Accomplishment and Professional Leadership need to become familiar with the following policies and support documents which describe the NSWIT requirements and AISNSW policy and procedures.

<table>
<thead>
<tr>
<th>NSWIT</th>
<th>Content description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and URL</strong></td>
<td><strong>Content description</strong></td>
</tr>
<tr>
<td><strong>Professional Teaching Standards</strong></td>
<td>The Professional Teaching Standards for Graduate Teacher, Professional Competence, Professional Accomplishment and Professional Leadership.</td>
</tr>
</tbody>
</table>
| **Policy and Procedures for Accreditation at Professional Accomplishment and Professional Leadership** | Policy regarding:<br>• the accreditation process;  
• roles of staff in the accreditation process;  
• guides to support the collection of evidence;  
• judgements regarding Professional Accomplishment and Professional Leadership; and  
• evidence to be collected by the teacher to demonstrate Professional Accomplishment and Professional Leadership. |
| **Support Documents:**                                                | Support documents regarding:<br>• collection and type of evidence; and  
• roles of the teacher, Teacher Accreditation Authority, Head of School, external observers and referees. |
| • Accreditation at Professional Accomplishment: Information for Candidates |  
| • Accreditation at Professional Leadership: Information for Candidates |  
| • Evidence Guide for Professional Accomplishment |  
| • Evidence Guide for Professional Accomplishment: Support Document |  
| • Evidence Guide for Professional Leadership |  
| • Evidence Guide for Professional Leadership: Support Document |  
| • Information for Teacher Accreditation Authorities and Principals |  
| • Information for External Observers |  
| • Information for Referees |  

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<table>
<thead>
<tr>
<th>Title</th>
<th>Content description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation of Teachers at Professional Accomplishment and Professional Leadership – Policy for AISNSW Member Schools</td>
<td>Policy on accreditation of teachers at Professional Accomplishment and Professional Leadership in AISNSW member schools.</td>
</tr>
<tr>
<td>Accreditation of Teachers at Professional Accomplishment and Professional Leadership – Procedures for AISNSW Member Schools</td>
<td>Procedures for the accreditation of teachers at Professional Accomplishment and Professional Leadership.</td>
</tr>
<tr>
<td>Information Brochure for teachers applying for Classroom/Professional Excellence – Procedures for NSW Member Schools</td>
<td>Information about the AISNSW preliminary assessment tool for Professional Accomplishment: Professional Excellence Evaluation Tool (PEET)</td>
</tr>
<tr>
<td>Maintenance of Accreditation at Professional Accomplishment and Professional Leadership Policy</td>
<td>Information for teachers accredited at Professional Accomplishment and Professional Leadership regarding the requirements for maintaining accreditation at the higher levels</td>
</tr>
</tbody>
</table>
APPENDIX 1

Checklist for teachers

I have:

1. become familiar with the relevant documents concerning accreditation at Professional Accomplishment and Professional Leadership by reading available information from the NSWIT and AISNSW  

2. reflected on my professional knowledge, practice and commitment in relation to the Professional Teaching Standards and decided upon the level at which I will seek accreditation  

3. discussed my intention to undertake a preliminary application through AISNSW or NSWIT with my Head of School or his/her nominee. (This is optional.)  

4. completed and lodged my preliminary application for accreditation with AISNSW or NSWIT and obtained feedback as to the likelihood of my success in a subsequent accreditation submission.  

5. discussed my intention to proceed with an accreditation submission with my Head of School or his/her nominee (The Head of School must then complete an online acknowledgement that a discussion has occurred.)  

6. logged onto eTAMS to generate a profile and commencement date for my accreditation submission and paid the fee.  

7. discussed the accreditation process with my proposed referees and sought their support.  

8. commenced collecting, annotating and entering evidence over time to support my accreditation submission and demonstration of all the Professional Teaching Standards at the key stage accreditation is sought  

9. negotiated the timing of external observer visit/s and confirmed visit details with my Head of School or his/her nominee  

10. engaged in external observer visit/s, follow up discussion/s and read my online report/s which form part of my supporting evidence  

11. engaged in further discussions with my Head of School or his/her nominee to obtain feedback on my accreditation submission prior to finalising  

12. sent a copy of my evidence to AISNSW for review  

13. finalising and forwarding my accreditation submission to the NSWIT and recognising that AISNSW's Authorised Person will make a recommendation to accredit or not to the NSWIT  

14. received notification, an accreditation number and a Certificate of Accreditation (from the NSWIT) when successfully accredited.  

OR

in the case of a decision not to accredit, the AISNSW will notify me and I can choose to lodge an appeal to the Administrative Decisions Tribunal.
Checklist for the Head of School

I have:

1. become familiar with the relevant documents concerning accreditation at Professional Accomplishment and Professional Leadership by reading available information from the NSWIT and AISNSW

2. engaged in discussions with the teacher and supported him/her in developing his/her understanding of the Professional Teaching Standards and the accreditation framework

3. discussed with the teacher his/her intention to undertake a preliminary application through AISNSW or NSWIT
   Note teachers who choose to complete a preliminary application are not required to discuss this part of the process with the Head of School or his/her nominee

4. engaged in discussion with the teacher to confirm whether he/she intends to proceed

5. been advised by the teacher that he/she is proceeding with an accreditation submission and completed an online acknowledgement with the NSWIT to indicate that discussion with the teacher has occurred

6. supported the teacher in negotiating the timing of external observer visit/s

7. engaged in further discussions with the teacher about his/her supporting evidence and demonstration of all the Professional Teaching Standards at Professional Accomplishment or Professional Leadership

8. given feedback to the teacher about the finalisation of his/her accreditation submission.
### Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation at Professional Accomplishment and Professional Leadership</td>
<td>Accreditation at these levels identifies outstanding teaching that is independent of a specific school context. The process is based on externally moderated professional judgements and multiple sources of evidence, including supporting documentation, referee reports and external observer report/s.</td>
</tr>
<tr>
<td>Accreditation number</td>
<td>A teacher is assigned an accreditation number by the NSWIT at the point of employment if they are a new scheme teacher or, the point of successful accreditation at Professional Accomplishment or Professional Leadership if they are an existing teacher. This number is to be used throughout their career.</td>
</tr>
<tr>
<td>Accreditation phase</td>
<td>During this phase a teacher undergoes an external moderation process leading to the submission of a final application with supporting evidence for accreditation at Professional Accomplishment or Professional Leadership. Evidence will come from a variety of sources including documentary evidence, referee and external observer reports.</td>
</tr>
<tr>
<td>Accredited teacher</td>
<td>A teacher who has demonstrated the Professional Teaching Standards at Professional Accomplishment or Professional Leadership and has been accredited as such by a Teacher Accreditation Authority.</td>
</tr>
<tr>
<td>Application number</td>
<td>A teacher is allocated an application number by the NSWIT after payment of a fee. The application number enables the teacher to log on to eTAMS to generate a profile and commencement date for their accreditation submission.</td>
</tr>
<tr>
<td>Authorised person</td>
<td>Person designated by the Teacher Accreditation Authority to make the final accreditation decision. The Authorised Person of the AISNSW is AISNSW Director: Teacher Accreditation. This person accredits teachers at Professional Accomplishment, Professional Leadership and overseas the maintenance of accreditation.</td>
</tr>
<tr>
<td>Certificate of Accreditation</td>
<td>The award issued by the NSWIT to teachers who achieve accreditation at Professional Accomplishment and Professional Leadership.</td>
</tr>
<tr>
<td>Electronic Teacher Accreditation Management System (eTAMS)</td>
<td>The online facility managed by the NSWIT which enables teachers undertaking accreditation to enter supporting evidence and documentation electronically under their eTAMS profile.</td>
</tr>
<tr>
<td>Existing teacher</td>
<td>A teacher who has taught in NSW before 1 October 2004 or is returning to teaching from approved leave of less than five years.</td>
</tr>
<tr>
<td>External Observer</td>
<td>External Observers for teachers applying from AISNSW member schools will be from schools within the independent sector or AISNSW consultants. (Refer to NSWIT support document Information for External Observers).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Fees</td>
<td>An annual fee is payable by every accredited teacher at all levels. invoices are sent annually by the NSWIT. For the levels of professional accomplishment and professional leadership a fee is required to undertake a preliminary application is paid to AISNSW or the NSWIT. A fee to commence the accreditation submission is payable to the NSWIT.</td>
</tr>
<tr>
<td>New South Wales Institute of Teachers (NSWIT)</td>
<td>The independent statutory authority established under the Institute of Teachers Act 2004 to provide a professional voice for teachers across NSW, support quality teaching and to advance the status and standing of the teaching profession.</td>
</tr>
<tr>
<td>Institute of Teachers Act 2004</td>
<td>The NSW Parliament legislated the Institute of Teachers Act 2004 to constitute the NSWIT; to make provision for Professional Teaching Standards and the accreditation of school teachers in relation to those standards; and for other purposes such as advising the Minister on matters relating to education.</td>
</tr>
<tr>
<td>Leave of absence</td>
<td>Teachers who have a break in employment service which interrupts the accreditation process, or accredited teachers who have a break in employment service which interrupts the maintenance of accreditation, can apply to the NSWIT for a leave of absence. (Refer to NSWIT’s policy on Leave of Absence from Accreditation.)</td>
</tr>
<tr>
<td>Maintenance of accreditation</td>
<td>Information related to the requirements for maintenance of accreditation at the higher levels is available on the NSWIT website.</td>
</tr>
<tr>
<td>Moderating and Consistency Committee (MCC)</td>
<td>A cross-sectoral committee selected and monitored by the NSWIT. The Moderating and Consistency Committee provides accreditation advice regarding teacher submissions for accreditation at the higher levels to TAAs. The committee provides advice based on the appropriateness and adequacy of the evidence in relation to the Professional Teaching Standards, adhering to objective criteria and agreed benchmarks.</td>
</tr>
<tr>
<td>New scheme teacher</td>
<td>A teacher who has not taught in NSW before 1 October 2004 or who is returning to teaching after an absence of five years or more.</td>
</tr>
<tr>
<td>Preliminary application phase</td>
<td>A phase which provides teachers with an opportunity to have their achievements assessed in broad terms. This phase gives an indication of the likelihood of success in meeting the accreditation requirements to teachers if they decide to proceed with the accreditation process.</td>
</tr>
<tr>
<td>Professional Accomplishment</td>
<td>A key stage of teacher accreditation for experienced and highly successful teachers. The Professional Teaching Standards and Evidence Guide describe what teachers are expected to demonstrate at the level of Professional Accomplishment. There is no requirement for a teacher to meet a specific key stage before proceeding to the next key stage (with the exception of mandatory accreditation for new scheme teachers at Professional Competence).</td>
</tr>
<tr>
<td>Professional Competence</td>
<td>The key stage of teacher accreditation for those teachers commencing teaching in NSW schools or returning to teaching after a</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>Period of five years. It is a mandatory requirement for new scheme teachers to meet the <strong>Professional Teaching Standards</strong> at Professional Competence to continue to be employed as a teacher in NSW.</td>
<td></td>
</tr>
<tr>
<td>Professional Leadership</td>
<td>A key stage of teacher accreditation for outstanding teacher leaders, which encompasses non-positional leadership as well as promotional leadership. The <strong>Professional Teaching Standards and Evidence Guide</strong> describe what teachers are expected to demonstrate at the level of Professional Leadership. There is no requirement for a teacher to meet a specific key stage before proceeding to the next key stage (with the exception of mandatory accreditation for new scheme teachers at Professional Competence).</td>
</tr>
<tr>
<td>Professional Teaching Standards</td>
<td>The <strong>Professional Teaching Standards</strong> is a framework that provides a common reference point to describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.</td>
</tr>
<tr>
<td>Referees</td>
<td>The people who contribute to a teacher’s application in relation to one or more of the Professional Teaching Standards. Referees verify a teacher’s capacity to meet the standards by completing an online report which relates directly to particular standards nominated by the teacher.</td>
</tr>
<tr>
<td>Returning teacher</td>
<td>Individuals with K-12 teaching experienced in NSW schools, who return to teaching following an absence of five years or more, are designated as returning teachers. This applies to teachers who are employed after 1 October 2004.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>A teacher who monitors and supports a colleague in their professional growth and development. Teachers who are applying for accreditation at the higher levels are not required to have a supervisor.</td>
</tr>
<tr>
<td>Supporting evidence</td>
<td>Teachers are required to collect, collate, annotate and enter documentation as supporting evidence in their accreditation submission. At the levels of Professional Accomplishment and Professional Leadership the teacher electronically enters their evidence and annotations via their NSWIT eTAMS profile. At the higher levels of accreditation teachers are required to demonstrate and provide evidence for all of the <strong>Professional Teaching Standards</strong></td>
</tr>
</tbody>
</table>
| Teacher Accreditation Authority (TAA) | - The person or body authorised by the Minister of Education under the Institute of Teachers Act 2004 to accredit teachers.  
- AISNSW is the TAA for AISNSW member schools.                                                                |