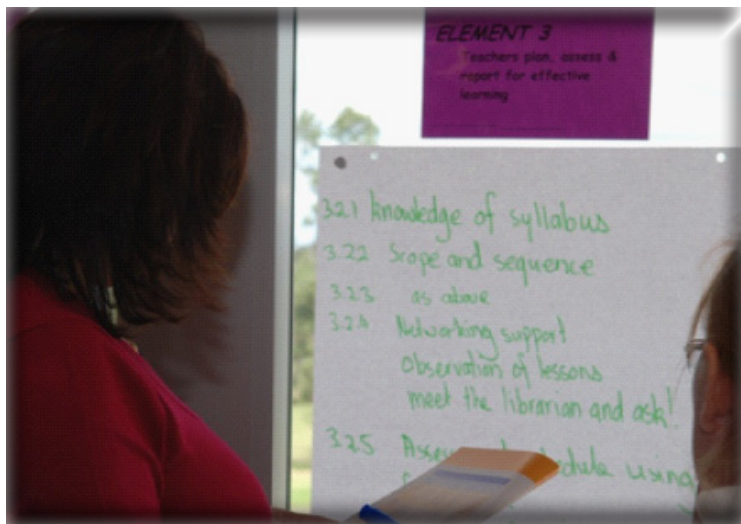


# Professional Support for New Scheme Teachers

Achieving Accreditation at Professional Competence:  
A guide for NSW Government Schools

2nd Edition 2010





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# Introduction and Purpose

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New scheme teachers in all NSW schools including NSW Department of Education and Training (DET) schools are required to achieve accreditation at Professional Competence with the NSW Institute of Teachers (NSWIT).

A new scheme teacher is a person who has never been employed to teach in NSW schools prior to 1 October 2004 (either on a permanent, casual or temporary basis), or a person returning to teaching in NSW schools after an absence of 5 or more years.

The DET, as the largest teacher employing authority in NSW, has developed policies and procedures to ensure that new scheme teachers working in public education are appropriately supported in their professional learning to achieve accreditation.

This document provides guidelines to further support new scheme teachers and the supervisors, principals and school education directors who support them in the implementation of relevant DET policy and procedures.

The NSWIT was established under the NSW Institute of Teachers Act 2004. The NSWIT operates independently of and separately from the DET. The NSWIT oversees a system of accreditation and recognition of a teacher's professional capacity against *Professional Teaching Standards*.

This guide is aimed to assist all involved in charting a path, term by term, through relevant policies and procedures on achieving accreditation at Professional Competence. It is intended to be used by new scheme teachers, supervisors, principals and school education directors when implementing the policy requirements of the DET and NSWIT in relation to supporting new scheme teachers to achieve accreditation at Professional Competence. It may also be useful to other colleagues supporting and mentoring new scheme teachers.

This guide provides details of roles and responsibilities of new scheme teachers, supervisors, principals and school education directors in the accreditation process. It also outlines timeframes for action and sources of information to be used. It will assist compliance with all DET and NSWIT requirements.

The guide outlines requirements and advice for selection of supporting evidence to be included with accreditation reports. The guide will also assist in determining policy applicability for different employment categories of teachers .

The guide refers to the DET and NSWIT policy requirements for accreditation at Professional Competence. For detailed information on requirements for accreditation at Professional Competence, refer to the following policies:

## NSW Department of Education and Training

- *Accreditation of New Scheme Teachers in NSW Government Schools Policy*
- *Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)
- *Procedures for Managing Probationary Teachers* (2010)
- *Supporting the Induction of New Teachers: Guidelines for Schools* (2004)
- *Beginning Teachers Support Policy* (2007)
- *Beginning Teachers Resource Allocation Procedures* (2007)

## NSW Institute of Teachers

- *Professional Teaching Standards* (2004)
- *Information for New Scheme Teachers* (updated August 2006)
- *Teacher Accreditation Manual*



# New Scheme Teacher – Permanent on Probation

This section of the guide is intended to support new scheme teachers appointed permanent on probation in NSW Department of Education and Training (DET) schools.

A probationary teacher is a teacher who is appointed to a school pursuant to Section 48 of the *Teaching Services Act 1980*. The appointment is as a member of staff in a permanent full-time or permanent part-time capacity. Probationary teachers include teachers who are re-employed following a period of separation from the Department.

A new scheme probationary teacher is a teacher who has never been employed to teach in NSW schools before 1 October 2004 (either on a permanent or casual basis) or has not been employed as a teacher in NSW schools during the last five years.

The DET has aligned procedures for the mandatory accreditation of new scheme teachers at Professional Competence with *Procedures for Managing Probationary Teachers*.

Teachers from other states and territories in Australia for which recognition arrangements exist are new scheme teachers but are not required to complete the accreditation process. Teachers appointed permanent on probation must however complete the DET probationary requirements.

New scheme teachers appointed permanent on probation who are employed full time are expected to demonstrate the standards at Professional Competence within twelve months from the date of their appointment with the Department.

New scheme teachers appointed permanent on probation who are employed part time are expected to demonstrate the standards at Professional Competence within the equivalent of twelve months of full-time service from the date of their appointment with the Department.

It is acknowledged that returning new scheme teachers will have previous experience and may demonstrate achievement of the standards at professional competence in a shorter timeframe.

## Timeframe New Scheme Teacher – Permanent on Probation

### Prior to appointment of new scheme teacher

- Apply to teach with the NSW Department of Education and Training (DET)
- As a *Teacher Accreditation Authority* (TAA) within the DET the Director, Staffing Services will determine your accreditation status eg:
  - Provisional
  - Conditional
  - Professional Competence

**Contact** Teacher Recruitment Program

T 1300 301 435 Locked Bag 3020 Blacktown NSW 2148

[www.det.nsw.edu.au/employment/teachnsw](http://www.det.nsw.edu.au/employment/teachnsw)

### Note

All new scheme teachers must be accredited prior to employment as a teacher in NSW. Accreditation at the point of employment only needs to be undertaken by one TAA. A TAA is a person or body with the authority to make an accreditation decision. In DET, the Director, Staffing Services is the TAA for the accreditation decision at the point of employment. The school education director is the TAA for the accreditation decision at Professional Competence. If accredited with another employer prior to seeking employment with DET, advise DET when you apply for employment.

Teachers from other states and territories within Australia are advised to contact the NSW Institute of Teachers (NSWIT) to check whether recognition arrangements may apply to them (T 1300 739 338).

Accreditation is dependent upon payment of an accreditation fee to the NSW Institute of Teachers (NSWIT). The NSWIT will invoice each new scheme teacher directly for payment of the mandatory fee on receipt of the advice of the accreditation decision at the point of employment. Should the new scheme teacher not pay the prescribed fee in the set period, the NSWIT will advise the TAA that the accreditation of the teacher has been cancelled and that the new scheme teacher may not continue to teach. The fee applies equally to all new scheme teachers whether they are employed to teach on a full-time or part-time basis. Teachers must advise the NSW Institute of Teachers and the DET of new contact details, if applicable.

### Entry on duty of new scheme teacher – Day 1

- Provide the school principal with a copy of the appointment notice issued by Staffing Services
- Provide documentation to the principal indicating your NSW Institute of Teachers *Accreditation Number* and new scheme teacher accreditation status eg:
  - Provisional
  - Conditional
  - Professional Competence

**Contact** Teacher Recruitment Program

T 1300 301 435 Locked Bag 3020 Blacktown NSW 2148

[www.det.nsw.edu.au/employment/teachnsw](http://www.det.nsw.edu.au/employment/teachnsw)

To clarify your accreditation status as determined by the DET, provide appropriate previous employment evidence (eg payslips) for follow up with Staffing Services, Teacher Recruitment Program. Indicate that the request is for a 'Status Inquiry'.

T 1300 301 435 Locked Bag 3020 Blacktown NSW 2148

## Timeframe New Scheme Teacher – Permanent on Probation

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### 1st term of new scheme teacher's appointment

In consultation and with support from your supervisor:

- participate in the school-based induction program in accordance with *Supporting the Induction of New Teachers: Guidelines for Schools* (2004)  
[www.det.nsw.edu.au/proflearn/areas/nt/ntinduction.htm](http://www.det.nsw.edu.au/proflearn/areas/nt/ntinduction.htm)
- access the *First Time Teacher Toolkit* as a resource to support your school-based induction program  
[detwww.det.nsw.edu.au/lists/directoratesaz/proflearn/ftteacher/index.html](http://detwww.det.nsw.edu.au/lists/directoratesaz/proflearn/ftteacher/index.html)
- work with your supervisor to collaboratively negotiate and plan your individual professional learning plan in accordance with the *Beginning Teachers Resource Allocation Procedures* (2007)  
[detwww.det.nsw.edu.au/policies/staff/prof\\_learn/begin\\_teach/implementation\\_1\\_PD20070367\\_i.shtml](http://detwww.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/implementation_1_PD20070367_i.shtml)
- work with colleagues to collaboratively plan and program for teaching and learning  
(Keep in mind that you may later decide to select any documents created in this process to be included as supporting evidence for accreditation)  
The early career teachers section of the Professional Learning and Leadership Development website at [www.det.nsw.edu.au/proflearn/areas/nt/](http://www.det.nsw.edu.au/proflearn/areas/nt/) also has resources to assist in your induction
- ensure you have a copy of and develop an understanding of the following:
  - NSWIT *Professional Teaching Standards*  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
  - NSWIT *Information for New Scheme Teachers* (updated August 2006)  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
  - *Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)  
[www.det.nsw.edu.au/policies/employment/recruit/tchr\\_acred/PD20050165.shtml](http://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/PD20050165.shtml)
  - *Beginning Teachers Support Policy and Beginning Teachers Resource Allocation Procedures* (2007)  
[www.det.nsw.edu.au/policies/staff/prof\\_learn/begin\\_teach/PD20070367.shtml](http://www.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/PD20070367.shtml)
- communicate regularly with your supervisor and colleagues within and outside the school to discuss your support needs and to improve teaching practice
- negotiate, schedule, plan for and participate in teaching observations, team teaching and feedback discussions with colleagues
- keep copies of documentation relevant to your development as a teacher

## Timeframe New Scheme Teacher – Permanent on Probation

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### 2nd and 3rd terms of new scheme teacher's appointment

In consultation and with support from your supervisor:

- collect authentic teaching documents (eg lesson plans, programs, student work) as examples of work that reflects the standards at Professional Competence
- continue to work with your supervisor to collaboratively negotiate and plan your individual professional learning plan in accordance with the *Beginning Teachers Resource Allocation Procedures* (2007)
- negotiate, schedule, plan for and participate in teaching observations, team teaching and feedback discussions with colleagues
- seek feedback and advice from your supervisor and colleagues regarding professional learning strategies to improve teaching practice and identify areas for further development as outlined in your professional learning plan
- discuss the type of information to be used to make judgements about the decision regarding accreditation at Professional Competence
- sign and date written teaching documents along with your supervisor on the front (bottom) of each single-sided page for potential inclusion as supporting evidence  
(Requirements in relation to signing and dating material for potential inclusion as supporting evidence are necessary to ensure verification of supporting evidence)
- reflect upon your development towards and achievement of the standards at Professional Competence to inform further professional learning plans
- collaboratively plan further professional learning strategies

In the event that a probationary new scheme teacher is experiencing difficulties with achievement of the standards at Professional Competence then refer to *Part B* of the *Procedures for Managing Probationary Teachers*.

For an internal review of an accreditation decision refer to Section 4.9.7 of the *Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010).

### Note

It is the responsibility of the new scheme teacher to transfer his/her evidence of teaching observations, follow-up discussions and signed and dated supporting evidence when moving between schools and school systems in NSW.

In cases where the Department is making an accreditation decision for a new scheme teacher who commenced his/her accreditation with another *Teacher Accreditation Authority*, the Department will require the supporting evidence from the other *Teacher Accreditation Authority*. Departmental staff may contact the original *Teacher Accreditation Authority* for clarification.



## Timeframe New Scheme Teacher – Permanent on Probation

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4th term of  
new scheme  
teacher's  
appointment

In consultation and with support from your supervisor:

- continue negotiated scheduled teaching observations, team teaching and feedback discussions with colleagues as appropriate
- reflect on and assess achievement of the standards at Professional Competence
- continue to implement negotiated professional learning plans in accordance with the *Beginning Teachers Resource Allocation Procedures* (2007)
- continue to collect and refine authentic teaching documents (eg lesson plans, programs, student work) as examples of supporting evidence that reflect the standards at Professional Competence
- decide which authentic teaching documents to include as supporting evidence with the accreditation report

### Note

Supporting evidence that is selected for submission must be printed single sided and stamped with the school stamp on the back of each page. This is to ensure anonymity of the teacher, student and the school when documentation is photocopied by the NSW Institute of Teachers for the external assessment stage.

- ensure that any information which will allow a student, staff member or the school to be identified is removed from the supporting evidence
- obtain the informed consent of the student in relation to any student work samples which you select to include as supporting evidence

### 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, of his or her parents).

(Refer page 6: NSWIT *Information for New Scheme Teachers* (updated August 2006).

- edit the supporting evidence to ensure accuracy (consider grammar, spelling and punctuation errors. Seek advice from a respected colleague and ask the colleague to review your supporting evidence before providing it to your supervisor)

### Note

In the case of student work samples it is acknowledged that these may contain spelling, punctuation or grammatical errors. Annotations (see below) will assist to put such errors in context.

- mark each page with the new scheme teacher's name, NSWIT *Accreditation Number* and page numbers (This will assist handling of the document  
eg New scheme teacher First and Last Name, # 987847, Pg 1/15)
- annotate supporting evidence for inclusion with the *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence* to:
  - make explicit links between your teaching practice and the standard(s) at Professional Competence
  - describe how you have used your professional knowledge in planning for effective learning
  - indicate insight into progress towards student learning goals

## Timeframe New Scheme Teacher – Permanent on Probation

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### 4th term of new scheme teacher's appointment (continued)

- ensure that all supporting evidence presented for accreditation is signed and dated by the new scheme teacher and supervisor on the front (bottom) of each page
- copy for personal records all supporting evidence to be provided to the principal
- provide and discuss the annotated supporting evidence with the principal to inform completion of the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence*
- discuss the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* with your supervisor and principal
- sign page 1 of the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence*
- sign, date and comment (optional) on page 4 section 1 of the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* to be submitted to the school education director
- request the principal sign and date each page of supporting evidence on the front (bottom) and apply the school stamp on the back of each page
- copy for personal records the final *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* and attached supporting evidence to be submitted to the school education director as the TAA
- keep original copies of the supporting evidence when returned from the NSW Institute of Teachers

### Note

It is very important that copies of relevant documentation in the process for accreditation at Professional Competence are kept.

New scheme teachers are responsible for keeping the following documents:

- a copy of signed and dated records of teaching observations and feedback discussions and any other relevant documentation
- a copy of signed, dated and school-stamped *Principal's Report on New Scheme Teacher (T1)* which incorporates the *Accreditation Report for Professional Competence* and the supporting evidence. The new scheme teacher replaces this copy upon receipt of the school education director's signed copy of the *Principal's Report on New Scheme Teacher (T1)* which incorporates the *Accreditation Report for Professional Competence*
- the original collection of evidence when it is returned from the NSW Institute of Teachers

## New Scheme Teacher – Permanent on Probation

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### Checklist for new scheme teachers involved in the process of accreditation at Professional Competence

I have:

- 1 provided my principal with a copy of my approval to teach letter and my Institute of Teachers' *Accreditation Number* ☐
- 2 paid my fees to the Institute of Teachers and advised them of my new contact details, if applicable ☐
- 3 become familiar with the relevant documents concerning accreditation at Professional Competence by reading the available information from the Institute of Teachers and the Department ☐
- 4 actively participated in my school's induction program ☐
- 5 been allocated a supervisor and we are communicating regularly about my support needs and professional practice ☐
- 6 participated in teaching observations and feedback discussions with my supervisor ☐
- 7 documented my development against the *Professional Teaching Standards* with the help of my supervisor ☐
- 8 kept all my pay advice slips as proof of my teaching service (applicable to casual and temporary teachers only) ☐
- 9 collected and appropriately annotated my evidence, which fits into an A4 envelope, to support my application for accreditation at Professional Competence by meeting the *Professional Teaching Standards* ☐
- 10 signed and dated the supporting evidence at the bottom of each page ☐
- 11 kept copies of documentation including supporting evidence throughout the accreditation process prior to submitting these documents to my principal ☐
- 12 discussed the T1 report with my principal and signed page 1 of the report ☐
- 13 signed and dated (and written a comment if desired) page 4 of section 1 of the *Accreditation Report for Professional Competence (T1)* ☐
- 14 kept a copy of the final T1 report which is signed by the school education director (and replaced copy with original when sent back) ☐
- 15 kept a copy of the original supporting evidence sent back to me from the NSW Institute of Teachers ☐

# Supervisor

Supervisors support new scheme teachers in their professional growth and development towards achievement of the standards at Professional Competence. They also support the new scheme teacher to work through the process of accreditation.

A supervisor is usually a person in an executive position eg assistant principal, head teacher, deputy principal or principal. In particular circumstances an experienced teacher may take on the role and responsibilities of a supervisor.

All new scheme teachers, including casual and temporary teachers, employed regularly and for block periods, require the ongoing professional support of a supervisor.

## Timeframe Supervisor

### Prior to new scheme teacher's appointment

- Develop an understanding of relevant NSW Department of Education and Training (DET) policies, procedures and supporting documents associated with achieving and maintaining accreditation with the NSW Institute of Teachers (NSWIT)
- Plan for the school-based induction program in accordance with *Supporting the Induction of New Teachers: Guidelines for Schools* (2004)  
[www.det.nsw.edu.au/proflearn/areas/plp/policy.htm](http://www.det.nsw.edu.au/proflearn/areas/plp/policy.htm)
- Develop an understanding of the requirements of the *Beginning Teachers Support Policy* and *Beginning Teachers Resource Allocation Procedures* (2007)  
[www.det.nsw.edu.au/policies/staff/prof\\_learn/begin\\_teach/PD20070367.shtml](http://www.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/PD20070367.shtml)
- Access the *First Time Teacher Toolkit* as a resource to support the teacher's school-based induction program  
[detwww.det.nsw.edu.au/lists/directoratesaz/proflearn/ftteacher/index.html](http://detwww.det.nsw.edu.au/lists/directoratesaz/proflearn/ftteacher/index.html)
- Refer to the early career teachers section of the Professional Learning and Leadership Development Directorate website at [www.det.nsw.edu.au/proflearn/areas/nt/](http://www.det.nsw.edu.au/proflearn/areas/nt/) for resources to assist in planning an effective induction program

### Entry on duty of new scheme teacher – Day 1

- Supervisor introduced to the new scheme teacher
- Inform and explain to the new scheme teacher the roles and responsibilities of supervisors in relation to induction, accreditation and probationary procedures  
[detwww.det.nsw.edu.au/media/downloads/proflearn/secure/nt/index.html](http://detwww.det.nsw.edu.au/media/downloads/proflearn/secure/nt/index.html)
- Commence the work of assisting the new scheme teacher to develop an understanding of the rights and responsibilities of the new scheme teacher and the support for professional learning available within the school

#### Note

All new scheme teachers, including casual and temporary teachers employed regularly and for block periods, require the ongoing professional support of a supervisor.

At the commencement of the block of teaching, casual and temporary new scheme teachers should discuss with the principal if they wish to use this time for the purposes of accreditation.

Casual and temporary new scheme teachers engaged in a block of teaching should be supported to access the formal accreditation process.

Casual and temporary new scheme teachers who are nearing completion of the necessary teaching service requirements apply in writing to the principal of the school at which they intend to seek support through the accreditation process for completion of the *Principal's Report on New Scheme Teacher (T1)*.

### 1st term of new scheme teacher's appointment

- Keep copies of relevant documentation throughout the accreditation process
- Support the new scheme teacher's participation in the school-based induction program including the orientation to DET and the orientation to the school components of the program in accordance with *Supporting the Induction of New Teachers: Guidelines for Schools* (2004)  
[www.det.nsw.edu.au/proflearn/areas/plp/policy.htm](http://www.det.nsw.edu.au/proflearn/areas/plp/policy.htm)
- Collaboratively negotiate and plan with the new scheme teacher a professional learning plan in accordance with the *Beginning Teachers Support Policy* and *Beginning Teachers Resource Allocation Procedures* (2007)
- Provide an overview of expectations in relation to teaching and learning programs within the school



## Timeframe Supervisor

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1st term of  
new scheme  
teacher's  
appointment  
(continued)

- Provide an overview of expectations in relation to teaching and learning programs within the school
- Obtain a copy and develop an understanding of:
  - NSWIT Accreditation at Professional Competence Evidence Guide
  - NSWIT *Information for New Scheme Teachers* (updated August 2006) located in the  
NSWIT *Teacher Accreditation Manual*
- Collaboratively plan and program for teaching and learning with the new scheme teacher
- Ensure the new scheme teacher has a copy of the following key documents and work with them to develop an understanding of each:
  - NSWIT NSW *Professional Teaching Standards*  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
  - NSWIT *Information for New Scheme Teachers* (updated August 2006)  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
  - *Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)  
[www.det.nsw.edu.au/policies/employment/recruit/tchr\\_acred/PD20050165.shtml](http://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/PD20050165.shtml)
  - *Beginning Teachers Support Policy and Beginning Teachers Resource Allocation Procedures* (2007)  
[www.det.nsw.edu.au/policies/staff/prof\\_learn/begin\\_teach/PD20070367.shtml](http://www.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/PD20070367.shtml)
- Refer the new scheme teacher to relevant resources and expertise within the school to support his/her development. This may include discussion with peers and experienced colleagues
- Assist the new scheme teacher to communicate regularly with colleagues within and outside the school to discuss support needs and improve teaching practice
- Create opportunities for the new scheme teacher to observe and work collaboratively with colleagues modelling effective teaching and learning practices

Meet regularly with the new scheme teacher to:

- negotiate, plan and implement a professional learning plan for the new scheme teacher
- negotiate, schedule, plan for and participate in teaching observations, team teaching and feedback discussions
- provide feedback on teaching observations
- review, analyse and provide feedback on teaching programs and student learning outcomes
- document teaching observations and feedback discussions
- discuss his/her development towards the standards at Professional Competence
- provide guidance for further development of teaching practice in accordance with the new scheme teacher's professional learning plan

## Timeframe

## Supervisor

### 2nd term of new scheme teacher's appointment

Continue to meet regularly with the new scheme teacher to:

- support the new scheme teacher's continuing participation in the school-based induction program
- collaboratively negotiate and plan the new scheme teacher's individual professional learning plan in accordance with the *Beginning Teachers Resource Allocation Procedures* (2007)
- negotiate and discuss the schedule and focus of teaching observations in advance
- provide feedback, including written feedback, on teaching observations
- review, analyse and provide feedback on teaching programs and student learning outcomes
- document teaching observations and feedback discussions
- discuss the new scheme teacher's development towards the standards at Professional Competence to inform professional learning plans
- provide guidance for further development of teaching practice and advice on areas for further improvement. Avoid creating additional demands or school-based requirements on the new scheme teacher
- discuss the type of information to be used to make judgements about the new scheme teacher's accreditation at Professional Competence
- sign and date, along with the new scheme teacher, the front (bottom) of each single-sided page of teaching documents that the new scheme teacher presents for potential inclusion as supporting evidence for accreditation (Requirements in relation to signing and dating material for potential inclusion as supporting evidence are necessary to ensure verification of supporting evidence)
- keep copies of all relevant documentation ensuring that appropriate records management processes are followed

(Refer to the DET *Records Management Policy*, 29 September 2005

[detwww.det.nsw.edu.au/directorates/admiserv/admipolp/rmp/policies/rmpp.htm](http://detwww.det.nsw.edu.au/directorates/admiserv/admipolp/rmp/policies/rmpp.htm))

### 3rd term of new scheme teacher's appointment

In consultation with the new scheme teacher:

- continue to negotiate and plan the new scheme teacher's individual professional learning plan in accordance with the *Beginning Teachers Resource Allocation Procedures* (2007)
- continue negotiated scheduled teaching observations, team teaching and feedback discussions
- provide written feedback on teaching observations
- review, analyse and provide feedback on teaching programs and student learning outcomes
- discuss new scheme teacher's achievement of the standards at Professional Competence to inform further professional learning plans
- collaboratively plan further professional learning strategies to support the new scheme teacher in continuing development of teaching practice
- support the new scheme teacher to collect and refine teaching documents (eg lesson plans, programs, student work) as examples of supporting evidence that reflect the standards at Professional Competence
- sign and date the front (bottom) of each page of teaching documents that the new scheme teacher presents for potential inclusion as supporting evidence

## Timeframe

## Supervisor

3rd term of new scheme teacher's appointment

(continued)

- assist the new scheme teacher to begin to select the supporting evidence to be submitted with the *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*

### Note

In the event that a probationary new scheme teacher is experiencing difficulties with achievement of the standards at Professional Competence, in consultation with the Principal, implement *part B* of the *Procedures for Managing Probationary Teachers*. Also refer to sections 4.9.5 – 4.9.7 of the *Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010).

4th term of new scheme teacher's appointment

In consultation with the new scheme teacher:

- continue to meet regularly to:
  - negotiate, schedule, plan for and participate in teaching observations and feedback discussions
  - provide written feedback on teaching observations as appropriate
  - review, analyse and provide feedback on teaching programs and student learning outcomes
  - discuss his/her development towards accreditation at Professional Competence
  - provide guidance for further development of teaching practice
  - negotiate, revise and implement the teacher's professional learning plan
- assist the new scheme teacher to select the supporting evidence to be submitted with the *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*
- ensure that the new scheme teacher's supporting evidence:
  - is printed single-sided and has the school stamp on the back of each page. This is to ensure anonymity of the teacher, students and school when documentation is photocopied by the Institute of Teachers for the external assessment stage
  - has structure and presentation to assist the school education director as the *Teacher Accreditation Authority (TAA)* to read, understand and navigate
  - maintains confidentiality of students, staff and the school
  - has been signed and dated by the new scheme teacher, supervisor and the principal on the front (bottom) of each page
  - has been edited to avoid grammar, spelling and punctuation errors
  - includes annotations with explicit statements directly linked to standards at Professional Competence
- assist as appropriate in the completion of the *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*

### Note

It is very important that copies of relevant documentation in the process for accreditation at Professional Competence are kept.

Supervisors are responsible for keeping signed and dated records of teaching observations, feedback discussions and any other relevant documentation.

### Checklist for supervisors involved in the process of accreditation at Professional Competence of new scheme teachers

I have:

- |    |   |                          |
|----|---|--------------------------|
| 1  | become familiar with the relevant documents concerning accreditation of new scheme teachers at Professional Competence by reading the available information from the Institute of Teachers and the Department | <input type="checkbox"/> |
| 2  | supported the new scheme teacher's participation in the school's induction program  | <input type="checkbox"/> |
| 3  | communicated regularly with the new scheme teacher about his/her support needs and professional practice  | <input type="checkbox"/> |
| 4  | negotiated a plan for conducting observations of the new scheme teacher's lessons   | <input type="checkbox"/> |
| 5  | conducted teaching observations and feedback discussions with the new scheme teacher  | <input type="checkbox"/> |
| 6  | kept copies of relevant documents throughout the accreditation process as they may be required in a review of an accreditation decision   | <input type="checkbox"/> |
| 7  | assisted the new scheme teacher to collect and appropriately annotate the most appropriate supporting evidence  | <input type="checkbox"/> |
| 8  | signed and dated the supporting evidence at the bottom of each page   | <input type="checkbox"/> |
| 9  | provided advice to the principal to assist him/her complete the <i>Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence</i>                      | <input type="checkbox"/> |
| 10 | become familiar with the internal review process should the new scheme teacher seek a review of the accreditation process   | <input type="checkbox"/> |
| 11 | informed the new scheme teacher of the internal review process should they seek a review of the accreditation process   | <input type="checkbox"/> |

# Principal

Principals act as the NSW Department of Education and Training's (DET) representative ensuring that new scheme teachers are adequately inducted, supported and supervised during the process of accreditation at Professional Competence.



## Timeframe Principal

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### Prior to new scheme teacher's appointment

- Support staff to develop an understanding of relevant policies, procedures and supporting documents associated with achieving and maintaining accreditation with the NSW Institute of Teachers (NSWIT)
- Support staff to develop and implement the school-based induction program in accordance with the *Supporting the Induction of New Teachers: Guidelines for Schools* (2004)  
[www.det.nsw.edu.au/proflearn/areas/nt](http://www.det.nsw.edu.au/proflearn/areas/nt)
- Support staff to develop and implement individual professional learning plans in accordance with the *Beginning Teachers Support Policy* and *Beginning Teachers Resource Allocation Procedures* (2007)  
[www.det.nsw.edu.au/policies/staff/prof\\_learn/begin\\_teach/PD20070367.shtml](http://www.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/PD20070367.shtml)
- Identify supervisors with capacity to provide professional support for the new scheme teacher and advice to the principal to ensure valid and reliable accreditation judgements
- Read and develop an understanding of:
  - *Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)  
[www.det.nsw.edu.au/policies/employment/recruit/tchr\\_acred/PD20050165.shtml](http://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/PD20050165.shtml)
  - *Beginning Teachers Support Policy* and *Beginning Teachers Resource Allocation Procedures* (2007)  
[www.det.nsw.edu.au/policies/staff/prof\\_learn/begin\\_teach/PD20070367.shtml](http://www.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/PD20070367.shtml)
  - NSWIT Accreditation at Professional Competence  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
  - NSWIT *An Evidence Guide for Accreditation at Professional Competence*, located in the NSWIT *Teacher Accreditation Manual*  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)

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### Entry on duty of new scheme teacher – Day 1

- Obtain from the new scheme teacher a copy of the appointment notice issued by Staffing Services
- Check the accreditation status of the new scheme teacher employed at the school –including permanent, casual and temporary teachers
- If clarification is required by the new scheme teacher in regards to his/her accreditation status:

**Contact** Teacher Recruitment Program

T 1300 301 435 Locked Bag 3020 Blacktown NSW 2148

Indicate that the request is for a 'Status Inquiry'.

- Allocate a supervisor to the new scheme teacher

#### Note

All new scheme teachers including casual and temporary teachers employed regularly and for block periods, require the ongoing professional support of a supervisor.

At the commencement of the block of teaching, casual and temporary new scheme teachers should discuss with the principal if they wish to use this time for the purposes of accreditation.

## Timeframe Principal

|  |   |
|--|---|
| Entry on duty of new scheme teacher – Day 1<br>(continued) | <p>Note</p> <p>Casual and temporary new scheme teachers engaged in a block of teaching should be supported to access the formal accreditation process.</p> <p>Casual and temporary new scheme teachers who are nearing completion of the necessary teaching service requirements apply in writing to the principal of the school at which they intend to seek support through the accreditation process for completion of the <i>Principal's Report on New Scheme Teacher (T1)</i>.</p>   |
| 1st term of new scheme teacher's appointment               | <ul style="list-style-type: none"> <li>▪ Ensure that the new scheme teacher participates in an individualised, comprehensive, appropriately funded, supportive and supervised induction program</li> <li>▪ Ensure that the professional learning component of the school plan incorporates strategies that encourage collegial discourse, critical reflection and constructive feedback to support the new scheme teacher to achieve Professional Competence</li> <li>▪ Implement the procedures outlined in the <i>Procedures for Managing Probationary Teachers</i> (2010) for teachers identified as new scheme probationary teachers</li> <li>▪ Implement the procedures outlined in the <i>Accreditation of New Scheme Teachers in NSW Government Schools Policy</i> and <i>Accreditation of New Scheme Teachers at Professional Competence Procedures</i> (2010)</li> <li>▪ Implement the procedures outlined in the <i>Beginning Teachers Support Policy</i> and <i>Beginning Teachers Resource Allocation Procedures</i> (2007)</li> <li>▪ Ensure that the new scheme teacher and supervisor are made aware of the process for internal review in cases where the new scheme teacher is not recommended for accreditation at Professional Competence (see 4.9.5 – 4.9.7 of <i>Accreditation of New Scheme Teachers at Professional Competence Procedures</i> (2010))</li> </ul>   |
| 2nd, 3rd and 4th terms of new scheme teacher's appointment | <p>In consultation with the supervisor:</p> <ul style="list-style-type: none"> <li>▪ continue to implement: <ul style="list-style-type: none"> <li>– <i>Procedures for Managing Probationary Teachers</i> (2010)</li> <li>– <i>Accreditation of New Scheme Teachers in NSW Government Schools Policy</i> and <i>Accreditation of New Scheme Teachers at Professional Competence Procedures</i> (2010)</li> <li>– <i>Supporting the Induction of New Teachers: Guidelines for Schools</i> (2004)</li> <li>– <i>Beginning Teachers Support Policy</i> and <i>Beginning Teachers Resource Allocation Procedures</i> (2007)</li> </ul> </li> <li>▪ if required, implement the procedures for those experiencing difficulty with their teaching performance prior to making the accreditation decision</li> <li>▪ take into account all sources of evidence to make judgements about the new scheme teacher's accreditation at Professional Competence <p>These include:</p> <ul style="list-style-type: none"> <li>– documented feedback on teaching observations</li> <li>– the new scheme teacher's written evidence</li> <li>– discussions with the supervising teacher and the new scheme teacher</li> </ul> </li> <li>▪ if appropriate, seek an extension of the teacher's probationary period if it is determined that the teacher is not yet achieving the standards at Professional Competence (see <i>Memorandum DOC 05/3979</i>)</li> </ul> |

## Timeframe Principal

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2nd, 3rd and 4th terms of new scheme teacher's appointment  
(continued)

- review the supporting evidence that the new scheme teacher has presented for inclusion with the report
- complete the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence*
- discuss the completed *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* with the new scheme teacher
- advise the new scheme teacher of the internal review process in cases where the new scheme teacher is not recommended for accreditation at Professional Competence
- ensure that:
  - any information which will allow a student, staff member or the school to be identified is removed from the supporting evidence
  - the informed consent of students is obtained in relation to the use of student work samples

### 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, of his or her parents).

Refer page 6: NSWIT *Information for New Scheme Teachers* (updated August 2006).

- each page of the new scheme teacher's supporting evidence:
  - is printed single sided
  - is marked with the new scheme teacher's name, NSWIT *Accreditation Number* and page numbers
  - includes the principal's, supervisor's and the new scheme teacher's signatures and dates on the front (bottom)
  - is school stamped on the back

(Requirements in relation to signing and dating material for potential inclusion as supporting evidence are necessary to ensure verification of supporting evidence)
- the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* is signed and dated on page 1 of the report and initialled and dated on pages 2–4
- all information on the T1 Report is correct. For example, includes contact details, qualifications and teaching service
- the new scheme teacher has signed on pages 1 and 4 of the report in the space provided and signed and commented (optional) on section 1 of the T1 report
- copies are made of the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* and the supporting evidence and kept securely at the school
- the completed original T1 report and the new scheme teacher's supporting evidence is forwarded to the school education director
- the initial copy of the T1 report is replaced upon receipt of the school education director's signed copy and retained for school records

## Timeframe      Principal

---

2nd, 3rd and  
4th terms of  
new scheme  
teacher's  
appointment

- appropriate records management processes are in place. Refer to the DET *Records Management Policy*, 29 September 2005  
[detwww.det.nsw.edu.au/directorates/admiserv/admipolp/rmp/policies/rmpp.htm](http://detwww.det.nsw.edu.au/directorates/admiserv/admipolp/rmp/policies/rmpp.htm)

(continued)

### Note

It is very important that copies of relevant documentation in the process for accreditation at Professional Competence are kept.

Principals are responsible for keeping the signed, dated and school stamped *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*, and the submitted supporting evidence. The initial copy of the report is replaced upon receipt of a copy signed by the school education director.

If the new scheme teacher is not recommended for accreditation at Professional Competence and wishes to have the decision reviewed, all documentation will be required.

### Checklist for principals involved in the process of accreditation at Professional Competence of new scheme teachers

I have:

- 1 checked the accreditation status of new scheme teacher/s employed in my school including permanent, casual and temporary teachers ☐
- 2 assigned an experienced supervisor to support each new scheme teacher and ensured a structured induction is provided ☐
- 3 ensured the supervisors and new scheme teachers are familiar with the documents and resources related to accreditation at Professional Competence ☐
- 4 made supervisors and new scheme teachers aware of the Department's process for review of an accreditation decision ☐
- 5 where needed, implemented procedures for teachers who are experiencing difficulties, prior to making an accreditation decision ☐
- 6 completed the *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence* and attached the teacher's evidence ☐
- 7 completed page 1 of the T1 report including a summary report and recommendation for the position held (applicable to permanent teachers only), accreditation and/or *Teacher's Certificate* ☐
- 8 discussed the completed T1 report with the new scheme teacher ☐
- 9 verified T1 details are correct, ie contact details, qualifications and teaching service ☐
- 10 ensured the new scheme teacher has signed pages 1 and 4 of the T1 report ☐
- 11 made sure supporting evidence does not identify a student, teacher/s or school ☐
- 12 checked each page of the evidence is signed and dated at the bottom of the page by the new scheme teacher, supervisor and myself ☐
- 13 ensured evidence pages also include a school stamp on the back ☐
- 14 forwarded the completed T1 report and the new scheme teacher's supporting evidence to the school education director ☐
- 15 kept copies of the completed T1 report and the supporting evidence forwarded to the school education director ☐

Appendix 2C

*Accreditation of New Scheme Teachers at Professional Competence Procedures (2010)*



# School Education Director

The school education director has been approved by the Director-General of Education and Training (under section 4, part 1(2) of the NSW Institute of Teachers Act 2004) as the *Teacher Accreditation Authority* (TAA) with responsibility for decisions regarding accreditation at Professional Competence for new scheme teachers in government schools.

## Timeframe School Education Director

### Prior to new scheme teacher's appointment and as ongoing work with schools

- Work with schools to provide appropriate professional learning to ensure all staff associated with supporting early career teachers develop an understanding of relevant policies, procedures and supporting documents associated with achieving and maintaining accreditation with the NSW Institute of Teachers (NSWIT)
- Monitor the quality of support and supervision of early career teachers in schools
- Work with schools to ensure that school planning incorporates a focus on the induction of early career teachers, the accreditation of new scheme teachers seeking accreditation at Professional Competence and management of probationary teachers
- Work with schools to ensure that the individual professional learning plans are developed and implemented in accordance with the *Beginning Teachers Support Policy* and *Beginning Teachers Resource Allocation Procedures* (2007)  
[www.det.nsw.edu.au/policies/staff/prof\\_learn/begin\\_teach/PD20070367.shtml](http://www.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/PD20070367.shtml)
- Take responsibility as the TAA for decisions regarding accreditation at Professional Competence for new scheme teachers in NSW government schools
- Ensure that appropriate records are maintained within the Region, and that the principal and the new scheme teacher keep appropriate records at the school site (Refer to the *DET Records Management Policy*, 29 September 2005)  
[detwww.det.nsw.edu.au/directorates/admiserv/admipolp/rmp/policies/rmpp.htm](http://detwww.det.nsw.edu.au/directorates/admiserv/admipolp/rmp/policies/rmpp.htm)
- Work with schools to develop consistency of judgements regarding accreditation decisions within the school education director's area of responsibility

### 4th term of new scheme teacher's appointment

- Upon receipt of *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* check that:
  - page 1 of the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* is signed by the principal and new scheme teacher in the spaces provided
  - the new scheme teacher has signed section 1 page 4 of the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* and made a comment (optional)
  - pages 2–4 of the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* are initialled and dated by the principal and the new scheme teacher
  - each page of the supporting evidence is printed single-sided and signed and dated by the principal, the new scheme teacher and the supervisor on the front (bottom)
  - all documentation is school stamped on the back of each page (Requirements in relation to signing, dating and school stamping supporting evidence are necessary to ensure verification)
- Determine the new scheme teacher's accreditation at Professional Competence taking into account the written recommendation of the principal on the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence* and the new scheme teacher's supporting evidence
- Complete all sections, sign and date the Memorandum to the Teacher on the *Principal's Report on New Scheme Teacher* and sections 2 and 3 of the *Accreditation Report for Professional Competence (T1)*

## Timeframe School Education Director

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4th term of  
new scheme  
teacher's  
appointment  
(continued)

- Keep copies of:
  - the completed *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*
  - the new scheme teacher's supporting evidence  
(This is particularly important in cases where the decision is that the new scheme teacher does not meet the requirements for accreditation at Professional Competence)
- Within 21 days of making the accreditation decision:
  - forward a copy of the *Accreditation Report for Professional Competence* and the original collection of the new scheme teacher's supporting evidence to the NSW Institute of Teachers
  - forward the original *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence* to the new scheme teacher
  - forward a copy of the completed *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*, to the principal and the Director, Staffing Services
- Ensure that the accreditation decision has been entered on the Department's personnel database
- Distribute the *Accreditation Certificate* (on receipt from the NSW Institute of Teachers) together with the *Teacher's Certificate* (where applicable) to the accredited teacher
- Where the accreditation decision is that the new scheme teacher does not meet the requirements for accreditation at Professional Competence, advise the principal and the new scheme teacher of the process for internal review in accordance with section 4.9.7 of *Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)
- Ensure that the DET's internal review process is followed when a review of the accreditation decision is sought by a new scheme teacher
- Monitor the consistency of principals' recommendations and the quality of support and supervision of new scheme teachers in schools

### Note

It is very important that copies of relevant documentation in the process for accreditation at Professional Competence are kept.

School education directors are responsible for keeping a copy of *Principal's Report on New Scheme Teacher (T1)* [4 pages] and the supporting evidence. The *Accreditation Report for Professional Competence* [pages 2–4] and original collection of supporting evidence must be forwarded to the Institute of Teachers within 21 days of the decision being made. Copies of the signed *Principal's Report on New Scheme Teacher (T1)* [4 pages] are sent to the principal, new scheme teacher and Director, Staffing Services.

If the new scheme teacher is not recommended for accreditation at Professional Competence and wishes to have the decision reviewed, all documentation will be required.

### Checklist for school education directors involved in the process of accreditation at Professional Competence of new scheme teachers

I have:

- |    |  |                          |
|----|--|--------------------------|
| 1  | processed the <i>Principal's Report on New Scheme Teacher (T1)</i> , incorporating the <i>Accreditation Report for Professional Competence</i> and the new scheme teacher's supporting evidence on receipt | <input type="checkbox"/> |
| 2  | made a decision regarding accreditation at Professional Competence taking into account the written recommendation of the principal and the new scheme teacher's supporting evidence                        | <input type="checkbox"/> |
| 3  | signed the T1 report accordingly   | <input type="checkbox"/> |
| 4  | made copies of the new scheme teacher's supporting evidence  | <input type="checkbox"/> |
| 5  | kept copies of the completed T1 report and evidence, which is important for cases where I decide, as <i>Teacher Accreditation Authority</i> representative, not to accredit                                | <input type="checkbox"/> |
| 6  | ensured the accreditation decision has been entered on the personnel database  | <input type="checkbox"/> |
| 7  | sent a copy of the T1 report and the new scheme teacher's supporting evidence to the Institute of Teachers within 21 days  | <input type="checkbox"/> |
| 8  | forwarded a signed copy of the T1 report which incorporates the <i>Accreditation Report for Professional Competence</i> to the principal   | <input type="checkbox"/> |
| 9  | forwarded the original copy of the T1 report to the new scheme teacher   | <input type="checkbox"/> |
| 10 | sent a copy of T1 report to Director, Staffing Services  | <input type="checkbox"/> |
| 11 | ensured the Department's internal review process is followed when a review of the accreditation decision is sought by a new scheme teacher   | <input type="checkbox"/> |
| 12 | monitored the consistency of principals' recommendations to accredit   | <input type="checkbox"/> |
| 13 | overseen the quality of support and supervision of new scheme teachers in schools  | <input type="checkbox"/> |
| 14 | distributed Institute of Teachers' <i>Accreditation Certificate</i> together with <i>Teacher's Certificate</i> where applicable  | <input type="checkbox"/> |

Appendix 2D

*Accreditation of New Scheme Teachers at Professional Competence Procedures (2010)*

# New Scheme Teacher – Casual and Temporary

New scheme teachers working in casual and/or temporary teaching engagements are required to achieve accreditation at Professional Competence. This section provides a guide to policies, procedures, roles and responsibilities regarding accreditation of casual and temporary new scheme teachers. It is intended to be read by casual and temporary new scheme teachers and the supervisors and principals who professionally support them. Whilst timeframes will vary and more than one supervisor or school may be involved, casual or temporary new scheme teachers should have access to the same professional support for accreditation as new scheme teachers employed permanently.

## New Scheme Teacher – Casual and Temporary

Prior to engagement of casual or temporary new scheme teacher

- Apply to teach with the NSW Department of Education and Training (DET)
- As a *Teacher Accreditation Authority* (TAA) within the DET the Director, Staffing Services will determine your accreditation status eg:
  - Provisional
  - Conditional
  - Professional Competence

Contact Teacher Recruitment Program

T 1300 301 435 Locked Bag 3020 Blacktown NSW 2148

[www.det.nsw.edu.au/employment/teachnsw](http://www.det.nsw.edu.au/employment/teachnsw)

### Note

All new scheme teachers must be accredited prior to employment as a teacher in NSW. Accreditation only needs to be conducted by one TAA. A TAA is a person or body with the authority to make an accreditation decision. In DET, the Director, Staffing Services is the TAA for the accreditation decision at the point of employment. The school education director is the TAA for the accreditation decision at Professional Competence. If you are accredited by another TAA prior to seeking employment with DET, advise DET when you apply for employment.

Teachers from other states and territories within Australia are advised to contact the NSW Institute of Teachers (NSWIT) to check whether recognition arrangements may apply to them (T 1300 739 338).

Accreditation is dependent upon payment of an accreditation fee to the NSW Institute of Teachers (NSWIT). The NSWIT will invoice each new scheme teacher directly for payment of the mandatory fee on receipt of the advice of the accreditation decision at the point of employment. Should the new scheme teacher not pay the prescribed fee in the set period, the NSWIT will advise the TAA that the accreditation of the teacher has been cancelled and that the new scheme teacher may not continue to teach. The fee applies equally to all new scheme teachers whether they are employed to teach on a full-time or part-time basis.

Teachers should advise the NSW Institute of Teachers and the DET of new contact details, if applicable.

Commencement of casual or temporary engagement by new scheme teacher – Day 1

- Provide the school principal with a copy of the approval to teach letter issued from Staffing Services
- Provide documentation to the principal indicating your accreditation status
- Find out who in the school will be your supervisor

Policies and procedures relevant to accreditation of casual and temporary new scheme teachers

- Ensure that you have copies and develop an understanding of the following:
  - NSWIT NSW *Professional Teaching Standards*  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
  - NSWIT *Information for New Scheme Teachers* (updated August 2006)  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)
  - *Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)  
[www.det.nsw.edu.au/policies/employment/recruit/tchr\\_acred/PD20050165.shtml](http://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/PD20050165.shtml)
  - NSWIT Casual Teachers Policy found at [www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)



## New Scheme Teacher – Casual and Temporary

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### Ongoing professional support

Discuss with the supervisor:

- your accreditation status
- the support, including an induction program, to be provided within the school for your development toward achievement of the standards at Professional Competence
- an estimate of when you anticipate that your employment pattern will lead to you meeting the teaching service requirements for accreditation at Professional Competence

#### Note

Ask the supervisor to ensure that the principal is aware of the timeframe in which you are likely to be seeking support for accreditation.

In consultation and with support from the supervisor:

- participate in the school-based induction program in accordance with *Supporting the Induction of New Teachers: Guidelines for Schools* (2004)  
[www.det.nsw.edu.au/proflearn/areas/nt](http://www.det.nsw.edu.au/proflearn/areas/nt)
- work with colleagues to collaboratively plan and program for teaching and learning (Keep in mind that you may later decide to select any documents created in this process to be included as supporting evidence for accreditation)
- communicate regularly with your supervisor and colleagues within and outside the school to discuss your support needs and improve teaching practice
- negotiate, schedule, plan for and participate in teaching observations, team teaching and feedback discussions with colleagues
- keep copies of documentation relevant to your development as a teacher

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### Applying to the principal for support through the accreditation process

- Reflect on your employment pattern to estimate when you will meet the teaching service requirement
- In consultation with your supervisor, give the principal as much notice as possible that you are seeking support for accreditation
- When you are nearing the completion of the teaching service requirements in accordance with section 4.6 of the *Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)  
[www.det.nsw.edu.au/policies/employment/recruit/tchr\\_acred/PD20050165.shtml](http://www.det.nsw.edu.au/policies/employment/recruit/tchr_acred/PD20050165.shtml)  
you should apply in writing to the principal of the school at which you would like to seek support for accreditation
- The written application should include:
  - a clear statement that you are seeking support for accreditation at the school
  - evidence (eg pay advice slips) that you have met the teaching service requirements
- Keep a copy of your application

## New Scheme Teacher – Casual and Temporary

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### Collection and annotation of supporting evidence

- Casual and temporary new scheme teachers may alternate between casual and temporary engagements
  - So that teaching documents created and collected as part of the ongoing work of casual and temporary new scheme teachers may later be used as supporting evidence, they should be signed and dated by the new scheme teacher, the supervisor and the principal on the front (bottom) of each page and school stamped on the back of each page. This means that casual and temporary new scheme teachers may have documents signed by a number of different supervisors and principals included in their supporting evidence
  - Requirements in relation to signing, dating and school stamping material for potential inclusion as supporting evidence are necessary to ensure verification of supporting evidence
  - The casual and temporary new scheme teacher is responsible for maintaining his/her collection of teaching documents
- 

### Timeframe for accreditation

- Casual and temporary new scheme teachers are eligible to be accredited at Professional Competence after they have taught for at least 180 full-time equivalent days in NSW schools
- Casual and temporary new scheme teachers with provisional accreditation have a maximum of 5 years to achieve accreditation at Professional Competence
- Casual and temporary new scheme teachers with conditional accreditation have a maximum of 6 years to achieve accreditation at Professional Competence
- Teaching service requirements are:
  - 180 full-time equivalent days of teaching in NSW schools
  - a period of continuous service (either full-time or part-time) of at least the equivalent of one full-time term across no more than the equivalent of five school terms. This will likely necessitate a temporary engagement in Departmental schools
  - the equivalent of one full-time term of teaching should be undertaken in a single school. (While experience in a single school may not be feasible in all circumstances, difficulties in making a fair judgement about the new scheme teacher's eligibility for Professional Competence can arise if the teaching experience is too fragmented and it is therefore not recommended that the one full term of teaching be undertaken in more than two schools)

### Note

Casual and temporary new scheme teachers are required to maintain their own employment records as evidence of completion of the minimum teaching requirement of 180 days. These records may include original or certified copies of pay advice slips.

Casual and temporary new scheme teachers who do not have the opportunity to be accredited within the period specified by the NSWIT can apply to the NSWIT for an extension.

## New Scheme Teacher – Casual and Temporary

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### The accreditation report for casual and temporary new scheme teachers

- Following the completion of the teaching service requirements and a professional judgement that a casual and temporary new scheme teacher has achieved the standards at Professional Competence, the principal completes the *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*. The report should be completed as for probationary new scheme teachers except that the principal deletes the words *for the position held* from the form when making the recommendation
- In cases where the principal determines that a casual or temporary new scheme teacher needs more time to demonstrate the standards at Professional Competence, the principal should give advice to the new scheme teacher on how to further develop his/her teaching over a longer period of employment

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### Award of a DET *Teacher's Certificate* to casual and temporary teachers

- All casual and temporary teachers, whether they are new scheme teachers or not, are eligible to apply for the award of a DET *Teacher's Certificate* following completion of the Department's requirements as set out in:
  - for casual teachers, section 9.2 of the Teachers Handbook  
[www.det.nsw.edu.au/employment/awardcon/handbooktoc.htm](http://www.det.nsw.edu.au/employment/awardcon/handbooktoc.htm)
  - for temporary teachers, section 18 of the Temporary Teachers Handbook  
[detwww.det.nsw.edu.au/humanresources/tteach/ttchcond.pdf](http://detwww.det.nsw.edu.au/humanresources/tteach/ttchcond.pdf)

# Selecting, Annotating and Presenting Supporting Evidence for Accreditation

This section is intended to be read in conjunction with the previous sections which outline the roles and responsibilities of new scheme teachers, supervisors, principals and school education directors. It summarises the key requirements for supporting evidence for accreditation and provides advice and suggestions for the consideration of new scheme teachers, and the supervisors and principals who professionally support them.

# The supporting evidence selected to accompany the T1 report

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## Requirements

- During the accreditation period new scheme teachers are expected to collect, evaluate, annotate and collate samples of their work that can be presented as supporting evidence to demonstrate their Professional Competence against the *Professional Teaching Standards*
- The supporting evidence that new scheme teachers are required to collect comprises only that written material normally used by teachers in preparation for and the delivery of teaching programs and in recording student achievement of learning outcomes. Feedback from lesson observations may be a useful resource when annotating supporting evidence
- The new scheme teacher, with the assistance of the supervisor, will review the collected evidence over time and toward the end of the accreditation period select the supporting evidence which best demonstrates their Professional Competence
- The focus for supporting evidence is on quality not quantity – the submitted evidence could reasonably be expected to fit within a single A4 plastic loose-leaf sleeve or envelope
- Each piece of supporting evidence must be annotated by the new scheme teacher to demonstrate achievement of one or more of the *Professional Teaching Standards* at Professional Competence
- It is not necessary to submit or include supporting evidence for every standard at Professional Competence
- One piece of evidence may cover a number of standards across a number of elements
- Ensure that any information which will allow a student, staff member or the school to be identified is removed from the supporting evidence

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## Advice and Suggestions

- Supporting evidence:
  - should be a representative sample of the teacher's work, annotated to demonstrate how that work meets the standards at Professional Competence
  - is not a portfolio
  - typically addresses at least one standard from each of the 7 elements of the standards
  - typically comprises 5–8 pieces of evidence
- Supporting evidence could include, for example:
  - excerpts from lesson plans, assessment tasks and teaching and learning programs
  - student work samples or student assessment tasks
  - behaviour management documents eg letter to parents, class reward or feedback systems
  - notes or minutes of meetings with supervisor, peers or colleagues
  - extracts from mark books and/or assessment records
  - the teacher's professional learning plan
  - evidence (eg certificates of attendance) at professional learning activities with written reflections on how the professional learning has influenced the teacher's practice
  - units of work and/or extracts from teaching and learning programs developed, adapted and/or evaluated by the teacher
  - feedback on lesson observations from the supervisor

# Annotations

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## Requirements

- Annotate supporting evidence to:
    - make explicit links between teaching practice and the standard(s) at Professional Competence
    - describe how the new scheme teacher has used their professional knowledge in planning for effective learning
    - indicate insight into progress toward student learning goals
  - Annotations may be typed or handwritten
- 

## Advice and Suggestions

- Annotations:
  - are explanatory notes written on the supporting evidence to make explicit the link between the teacher's practice and the standards at Professional Competence
  - provide contextual and clarifying information explicitly linking the new scheme teacher's supporting evidence to the standards
  - put each piece of supporting evidence in the context of the new scheme teacher's work within the school
- Simply writing the number of the standard is not sufficient. The annotation should reflect the language of the standard (rather than quote the standard verbatim) and make an explicit link with the teacher's practice



# Presentation of the supporting evidence

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## Requirements

- Each page of the supporting evidence should:
  - be printed single-sided
  - include the principal's, supervisor's and the new scheme teacher's signatures and dates on the front (bottom)
  - be school stamped on the back(Requirements in relation to signing and dating material for potential inclusion as supporting evidence are necessary to ensure verification of supporting evidence)
- Confidentiality of all students, staff and the school should be maintained. All references and images that could identify any student, staff member or the school should be removed
- Where student work samples are used as supporting evidence, the new scheme teacher should have the informed consent of the student (and, depending on the student's age, of his or her parent)

## 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, of his or her parents). (Refer page 6: *NSWIT Information for New Scheme Teachers* (updated August 2006).

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## Advice and Suggestions

- It is recommended that the supporting evidence should:
  - be legible after being photocopied
  - present a coherent testimony of the new scheme teacher's achievement at Professional Competence
  - be edited to address grammar, spelling and punctuation errors
  - have a structure which assists the school education director as the *Teacher Accreditation Authority* (TAA) to read, understand and navigate
  - be presented in a single A4 plastic loose-leaf sleeve or envelope, which can be attached to the accreditation report
- Mark each page with the new scheme teacher's name, NSW Institute of Teachers (NSWIT) *Accreditation Number* and page numbers. This will assist handling of the document  
eg New scheme teacher First and Last Name, #987847, Pg 1/15
- Typically the supporting evidence comprises 5–8 pieces of evidence

For further information refer to:

*Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)

*NSWIT Professional Teaching Standards*

*NSWIT Teacher Accreditation Manual* incorporating *Policy, Accreditation Support and Information for New Scheme Teachers* and *An Evidence Guide for Accreditation at Professional Competence*

# Writing and Submitting the T1 Report

This section summarises the key requirements for writing and submitting the *Principal's Report on New Scheme Teacher (T1), incorporating the Accreditation Report for Professional Competence*. It includes requirements and suggestions for principals to consider in consultation with supervisors of new scheme teachers.

It will also be helpful for new scheme teachers to make themselves aware of the requirements and suggestions in relation to writing and submitting the T1 report.

# The T1 Report

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## Requirements

At the end of the accreditation and/or probationary period the principal completes the *Principal's Report on New Scheme Teacher (T1)*, incorporating the *Accreditation Report for Professional Competence*

- Use the current MS Word format contained within the downloaded T1 report at [detwww.det.nsw.edu.au/policies/employment/recruit/tchr\\_acred/T1.doc](http://detwww.det.nsw.edu.au/policies/employment/recruit/tchr_acred/T1.doc)
- Preparation of the report is the responsibility of the principal
- The T1 report should:
  - describe achievement at Professional Competence using language consistent with the *Professional Teaching Standards*
  - be consistent with, and take into account, all sources of evidence of achievement of the standards at Professional Competence
  - use the new scheme teacher's full name (eg *Ms New Scheme* within the comments)
  - provide a summative statement that addresses the new scheme teacher's teaching skills, refers to the *Accreditation Report for Professional Competence* and the supporting evidence, and makes the appropriate recommendation/s on page 1 of the T1 report

## Note

If there is any doubt throughout the process that the new scheme teacher will be able to demonstrate Professional Competence by the required date, the principal in consultation with the school education director should:

- follow the steps for probationary teachers experiencing difficulties as described in the *Procedures for Managing Probationary Teachers* pages 5–19
- if appropriate, seek an extension of the teacher's probationary period (see *Memorandum DOC 05/3979*)

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## Advice and Suggestions

- The T1 Report should:
  - be professional in nature and reflect the language of the standards at Professional Competence as described in *NSWIT An Evidence Guide for Accreditation at Professional Competence*
  - be informed by the supervisor's judgements
  - focus explicitly on the new scheme teacher's achievement of the standards at Professional Competence across all seven elements of the *Professional Teaching Standards*
  - include descriptions of effectiveness and contributions to student achievement of learning outcomes
- Comments should reflect the language of the standards rather than quote the standards verbatim and:
  - refer explicitly to the supporting evidence provided by the teacher
  - make direct links with the teacher's work
  - may be drafted by the supervisor in consultation with the principal
  - refer explicitly to the supervisor's feedback on the teacher's performance including feedback based on lesson observations
- The principal's comment on the first page of the T1 report is used to support his/her recommendations regarding the new scheme teacher's efficiency and or the award of the *DET Teacher's Certificate*

# Submitting the T1 Report

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## Requirements

- Following appropriate checks at the school level, the principal forwards the report and the new scheme teacher's supporting evidence to the school education director
- The school education director implements processes to check that the report and supporting evidence comply with requirements
- The school education director, as *Teacher Accreditation Authority* (TAA), considers endorsement of the principal's recommendation, follows up as required and makes the accreditation decision
- Within 21 days of making the accreditation decision the school education director forwards the report and supporting evidence to the NSWIT

## Advice and Suggestions

- When the school education director (as TAA) makes the accreditation decision and signs the accreditation report, the teacher is formally accredited at Professional Competence
- Subsequently the school education director sends the accreditation report and supporting evidence to the NSWIT
- The NSWIT checks the report to ensure that it has been completed correctly. There is also a check on the teacher's details. If all the teacher's details are correct and his/her accreditation is up-to-date and appropriate fees have been paid, a letter is sent to the new scheme teacher congratulating him/her on achieving accreditation at Professional Competence
- The letter includes a brochure with details about the requirements for maintenance of accreditation
- A certificate of accreditation is generated and sent to the school education director for countersigning
- The school education director will arrange for the certificate to be appropriately presented to the new scheme teacher
- New scheme teachers should keep the NSWIT updated about their contact details
- Any enquiries about the processing of reports should be made in the first instance to the school education director and followed up with the NSWIT if necessary
- The *Accreditation Certificate* is a valued credential in a teacher's professional life. The original and copies should be kept in a secure place
- At the school level it may be appropriate to acknowledge the significance of the teacher's achievement in some way

For further information refer to:

*Accreditation of New Scheme Teachers in NSW Government Schools Policy and Accreditation of New Scheme Teachers at Professional Competence Procedures* (2010)

*NSWIT Professional Teaching Standards*

*NSWIT Teacher Accreditation Manual* incorporating *Policy, Accreditation Support and Information for New Scheme Teachers* and *An Evidence Guide for Accreditation at Professional Competence*

# Employment Categories and Certification of Early Career Teachers

| Employment type  | Classification  | On probation with DET |
|--|---|-----------------------|
|  |   | Yes/No                |
| <b>Permanent (on probation)</b> <ul style="list-style-type: none"> <li>Appointed by Staffing</li> <li>Full-time or part-time</li> <li>Includes teachers who are re-employed</li> </ul> | <b>New Scheme – Provisional /Conditional Accreditation</b><br>Not employed in NSW as a qualified teacher at any time in the 5 years before 1/10/2004 on a permanent or casual basis OR not employed in NSW as a qualified teacher in the last 5 years   | Yes                   |
|  | <b>Existing</b><br>Teachers who are not new scheme teachers   | Yes                   |
|  | <b>New Scheme – Accredited at Professional Competence</b><br>New scheme teachers who have achieved accreditation at Professional Competence with the NSW Institute of Teachers<br>Teachers from other states and territories in Australia for which recognition of accreditation arrangements exist | Yes                   |
| <b>Temporary</b> <ul style="list-style-type: none"> <li>Engaged by principal</li> <li>Full-time for 4 weeks or more or part-time (1–4 days per week) for 2 terms or more</li> </ul>    | <b>New Scheme – Provisional /Conditional Accreditation</b><br>Not employed in NSW as a qualified teacher at any time in the 5 years before 1/10/2004 on a permanent or casual basis OR not employed in NSW as a qualified teacher in the last 5 years   | No                    |
|  | <b>Existing</b><br>Teachers who are not new scheme teachers   | No                    |
|  | <b>New Scheme – Accredited at Professional Competence</b><br>New scheme teachers who have achieved accreditation at Professional Competence with the NSW Institute of Teachers<br>Teachers from other states and territories in Australia for which recognition of accreditation arrangements exist | No                    |
| <b>Casual</b> <ul style="list-style-type: none"> <li>Engaged by principal on a daily basis</li> <li>Full-time for less than 4 weeks or part-time for less than 2 terms</li> </ul>      | <b>New Scheme – Provisional /Conditional Accreditation</b><br>Not employed in NSW as a qualified teacher at any time in the 5 years before 1/10/2004 on a permanent or casual basis OR not employed in NSW as a qualified teacher in the last 5 years   | No                    |
|  | <b>Existing</b><br>Teachers who are not new scheme teachers   | No                    |
|  | <b>New Scheme – Accredited at Professional Competence</b><br>New scheme teachers who have achieved accreditation at Professional Competence with the NSW Institute of Teachers<br>Teachers from other states and territories in Australia for which recognition of accreditation arrangements exist | No                    |

# Employment Categories and Certification of Early Career Teachers

| Employment type   | Award a DET<br><i>Teacher's Certificate</i> |   | DET<br>report<br>type | Apply for accreditation at<br>Professional Competence<br>with the NSW Institute of<br>Teachers |  |
|---|---|---|-----------------------|--|--|
|   | Yes/No                                      | Timeframe   |                       | Yes/No   | Timeframe                                      |
| Permanent (on probation) <ul style="list-style-type: none"> <li>▪ Appointed by Staffing</li> <li>▪ Full-time or part-time</li> <li>▪ Includes teachers who are re-employed</li> </ul> | Yes<br>[if not previously awarded]          | Within the equivalent of twelve months full-time service from the date of appointment | T1                    | Yes  | 12 months from date of appointment             |
|   | Yes<br>[if not previously awarded]          |   | T                     | No   | N/A  |
|   | Yes<br>[if not previously awarded]          |   | T                     | No   | N/A  |
| Temporary <ul style="list-style-type: none"> <li>▪ Engaged by principal</li> <li>▪ Full-time for 4 weeks or more or part-time (1–4 days per week) for 2 terms or more</li> </ul>      | Yes<br>[if not previously awarded]          | Temporary teacher must apply to principal in writing<br>Refer to Teachers Handbook    | T1                    | Yes  | 5 years (Provisional)<br>6 years (Conditional) |
|   | Yes<br>[if not previously awarded]          |   | T                     | No   | N/A  |
|   | Yes<br>[if not previously awarded]          |   | T                     | No   | N/A  |
| Casual <ul style="list-style-type: none"> <li>▪ Engaged by principal on a daily basis</li> <li>▪ Full-time for less than 4 weeks or part-time for less than 2 terms</li> </ul>        | Yes<br>[if not previously awarded]          | Casual teacher must apply to principal in writing<br>Refer to Teachers Handbook       | T1                    | Yes  | 5 years (Provisional)<br>6 years (Conditional) |
|   | Yes<br>[if not previously awarded]          |   | T                     | No   | N/A  |
|   | Yes<br>[if not previously awarded]          |   | T                     | No   | N/A  |



# Glossary of Terms

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|                                     |   |
|-------------------------------------|---|
| Accreditation                       | is the process through which a teacher demonstrates ability to meet the NSW <i>Professional Teaching Standards</i> . All new scheme teachers employed by the NSW Department of Education and Training (DET) must seek accreditation at Professional Competence with the NSW Institute of Teachers, through the principal and the school education director.   |
| Annotations                         | are explanatory notes written on the supporting evidence that make the link between the teacher's practice and the standards at Professional Competence explicit. Annotations provide contextual and clarifying information explicitly linking the new scheme teacher's supporting evidence to the standards.   |
| Conditional Accreditation           | is granted by a <i>Teacher Accreditation Authority</i> (TAA) to a new scheme teacher who does not meet the requirements specified in the <i>Professional Teaching Standards</i> for Provisional Accreditation or has not completed an approved course.  |
| Evidence                            | comprises authentic written material that demonstrates Professional Competence. This is a representative sample, selected by the new scheme teacher from documentation used to prepare, implement and evaluate teaching and learning programs and to assess student achievement. One item of supporting evidence can meet a number of standards.  |
| Induction                           | includes orientation to the Department and to the school, as well as school-based induction that includes a program of professional learning, structured supervision, collegial support, mentoring and opportunities for professional networking. The DET Induction Guidelines are available at <a href="http://www.det.nsw.edu.au/proflearn/areas/plp/policy.htm">www.det.nsw.edu.au/proflearn/areas/plp/policy.htm</a> .  |
| Leave of Absence                    | from accreditation requirements may be granted by the NSW Institute of Teachers (NSWIT) on application in circumstances such as overseas travel, teaching overseas, working in a full-time capacity in another industry or sector, relocating or teaching interstate, or not working as a teacher in NSW because of family responsibilities, illness or misadventure. An Application for Leave of Absence from Accreditation form is available on the NSWIT website at <a href="http://www.nswteachers.nsw.edu.au">www.nswteachers.nsw.edu.au</a> . |
| New Scheme Teacher                  | is a person who has not taught in NSW prior to 1 October 2004 (either on a permanent, casual or temporary basis), or a person returning to teaching in NSW after an absence of 5 or more years. All new scheme teachers must achieve accreditation at Professional Competence to continue to be employed in any school in NSW.  |
| NSW Professional Teaching Standards | describe the knowledge, skills and understandings of competent and effective teachers. Four key stages (Graduate Teacher, Professional Competence, Professional Accomplishment and Professional Leadership) and three domains (Professional Knowledge, Professional Practice and Professional Commitment) form the framework of the standards.  |

# Glossary of Terms

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|  |   |
|--|---|
| Probationary New Scheme Teacher        | is a teacher in the first year of either full-time or part-time permanent appointment in a DET school and is also employed for the first time in a NSW school after 1 October 2004 or a teacher returning to teaching after 1 October 2004 following an absence of 5 or more years. All new scheme teachers must achieve accreditation at Professional Competence to continue to be employed in any school in NSW.  |
| Probationary Teacher                   | is a teacher in the first year of either full-time or part-time permanent appointment. A teacher who is re-employed permanently after separating from DET is also a probationary teacher. Probation covers the 12-month period from the date of appointment. All principals are required to submit a report at the end of this 12-month period indicating the probationary teacher's capacity to meet the requirements for the position held. DET <i>Procedures for Managing Probationary Teachers</i> (2010) can be found at <a href="http://detwww.det.nsw.edu.au/lists/directoratesaz/ires/epac/index.htm">detwww.det.nsw.edu.au/lists/directoratesaz/ires/epac/index.htm</a><br>See also section 48 of the <i>Teaching Service Act 1980</i> .   |
| Professional Competence                | is the mandatory key stage for all new scheme teachers. A new scheme teacher is required to meet the standards at Professional Competence across all seven elements described in the NSW <i>Professional Teaching Standards</i> .   |
| Provisional Accreditation              | is granted by the NSWIT to a new scheme teacher who has completed a program of initial teacher education that has been endorsed by NSWIT. Current initial teacher education programs will be recognised as being 'approved' in the period prior to the introduction of the course endorsement process.  |
| T1 Report                              | is prepared by the principal. Through this report, the principal states that the new scheme teacher satisfies the requirements for the position held and, if applicable, includes a recommendation for the award of a DET <i>Teacher's Certificate</i> . The T1 report incorporates the <i>Accreditation Report for Professional Competence</i> required by the NSWIT. To complete this report, the principal must comment on how the new scheme teacher demonstrates Professional Competence. These comments must address each of the elements and refer explicitly to the supporting evidence provided by the new scheme teacher. The T1 report is sent to the school education director who considers endorsement of the principal's recommendation and forwards the report and the supporting evidence to the NSWIT for processing. |
| <i>Teacher Accreditation Authority</i> | is a person or body authorised to determine if a teacher meets the requirements for accreditation at any key stage of the NSW <i>Professional Teaching Standards</i> . In DET, the Director-General has delegated this authority to the Director, Staffing Services for accreditation at the point of employment and the school education director for accreditation at Professional Competence.  |
| <i>Teacher's Certificate</i>           | is a DET credential awarded to teachers who have satisfied requirements related to educational attainment, quality of teaching and a period of service. Teachers make application to the school principal who completes the appropriate report for submission to the school education director.   |

# Policy Context

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For detailed information on requirements for accreditation at Professional Competence refer to the following policies and procedures.

## NSW Department of Education and Training

*Supporting the induction of new teachers:  
Guidelines for schools* (2004)

For further policy information contact:  
Teacher Learning Unit  
Professional Learning and Leadership  
Development Directorate  
T 02 9886 7767  
E [newteacher@det.nsw.edu.au](mailto:newteacher@det.nsw.edu.au)  
[www.det.nsw.edu.au/proflearn](http://www.det.nsw.edu.au/proflearn)

*Accreditation of New Scheme Teachers in NSW  
Government Schools Policy*

*Accreditation of New Scheme Teachers at  
Professional Competence Procedures* (2010)

For further policy information contact:  
Human Resources Directorate  
T 02 9561 8021  
DET Intranet:  
[detwww.det.nsw.edu.au/humanresources](http://detwww.det.nsw.edu.au/humanresources)

*Procedures for Managing Probationary  
Teachers* (2010)

For further policy information contact:  
Staff Efficiency and Conduct Unit  
T 02 9266 8070  
DET Intranet:  
[detwww.det.nsw.edu.au/lists/directoratesaz/ires/epac](http://detwww.det.nsw.edu.au/lists/directoratesaz/ires/epac)

## NSW Institute of Teachers

*Professional Teaching Standards* (2004)

*Information for New Scheme Teachers*  
(updated August 2006)

*Teacher Accreditation Manual* incorporating  
*An Evidence Guide for Accreditation at  
Professional Competence*

For further information contact:  
NSW Institute of Teachers  
T 1300 739 338  
E [contactus@nswteachers.nsw.edu.au](mailto:contactus@nswteachers.nsw.edu.au)  
[www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)



For further support regarding the accreditation of new scheme teachers employed in DET schools, please contact:

Professional Learning and Leadership

Development Directorate

Teacher Learning Unit

Phone: 02 9886 7767

Email: [PLLDD@det.nsw.edu.au](mailto:PLLDD@det.nsw.edu.au)

[www.det.nsw.edu.au/proflearn](http://www.det.nsw.edu.au/proflearn)

Your School Education Director

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Development Directorate



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