



Avoiding Accreditation Disasters

Testimonials

This book is a must read for every new teacher. Mat carefully and simply explains the process of accreditation for all Australian teachers. This eBook is an essential reference for teachers at the beginning of their teaching career. I personally recommend it.

Megan Dredge: *Teacher and Communicator.*

This is such a useful book for new teachers, and also for pre-service teachers who are about to embark on the challenging and rewarding career of teaching. Mathew has set out the accreditation process clearly and simply, with practical examples to enhance his explanations of each of the standards. He writes in an enthusiastic and professional manner and makes the text interesting to read, adding comments, text boxes and personal examples to help clarify each section. Every new teacher should read it as they will find it very user friendly and vital in helping them navigate their way through the accreditation process. I will personally recommend it to all the pre-service teachers I train in the Master of Education (Primary) course.

Associate Professor Deirdre Russell Bowie: *University of Western Sydney.*

This ebook is an invaluable resource to both new career teachers undertaking accreditation for the first time and to established teachers seeking to understand the accreditation process and improve classroom practice. As a head of department, I have used this ebook with my staff to provide a more comprehensive understanding of the National Professional Standards.

Matt: *Head of Department.*

What a wonderful resource! Any teacher, or supervisor, going through the accreditation process needs to read this book. It clearly explains the Australian Professional Standards for Teachers, the steps involved in gaining accreditation, as well as what quality evidence is. I will be giving all the graduate teachers at my school a copy.

Karla: *Assistant Principal*

As a student, this eBook has breathed hope and given me practical steps and motivation to continue my studies with excellence. With resources like this I feel empowered and equipped to begin my teaching career. Thank you so much Mathew Green for this fantastic resource.

Alexandra: *Beginning Teacher*

Contact Information

w: imanewteacher.com
e: info@imanewteacher.com
t: [@imanewteacher](https://www.instagram.com/imanewteacher)
fb: [facebook.com/imanewteacher](https://www.facebook.com/imanewteacher)

Sign up for the newsletter to stay updated with resources, interviews, support and more.

Address:
PO BOX 515
Sutherland
NSW 1499

**You can join the
conversation at
I'm a New Teacher
in a number
of ways:**

About I'm a New Teacher

I'm a New Teacher is an organisation that is dedicated to supporting and equipping recent graduates. As a recent graduate you are embarking on a rewarding and noble career. Whether you're casual, permanently employed, working as a support teacher or on a temporary contract with your school, you are directly involved in educating, training and shaping some of the greatest minds that this world is yet to see. It's exciting but it can also be quite daunting. In one year a student could spend more time with you (learning, observing, absorbing) than with any other adult role model. Therefore, the way that you approach your work, your professionalism and your ability to have a well-rounded life outside of the classroom truly matters. Teaching is so much more than textbooks and programs. You the teacher are central to the message. Students watch your interactions with other professionals and they notice the ways that you approach life and lifelong learning.

For this reason, teachers have much more at stake than many other professionals. If you are a bored carpet cleaner, for example, very few people will be affected or influenced by your blasé approach to your profession. The impact is far greater if a teacher's approach to their profession is dull and indifferent. We all have off days, but the impact of consistent average teaching and apathy can have serious repercussions for impressionable young minds.

On the other hand, exceptional teaching practices and an enthusiastic, supportive attitude can change students' lives! At times it seems impossible to help students move forward but with continual professional development, loads of initiative and a resolute commitment to positive change you can have a huge impact.

Despite the opportunity to make such a positive impact, the sad reality is that many teachers do not make it past their first five years in the profession. As a new teacher, you will face many challenges in your early career. The overcrowded curriculum; parent, executive and school expectations; ever increasing liabilities; Workplace Health and Safety issues; mental and physical exhaustion; unfairness; bureaucracy; apathy and a multitude of conflicting priorities will constantly compete for your attention.

It's no wonder that many new teachers throw in the towel early. A study conducted in 'Conditions that Support Early Career Teacher Resilience' 2010 states that 'In western countries we know that between 25% - 40% are likely to leave the profession in the first five years.'¹

This is not acceptable. We need the best, most dedicated, equipped and passionate new teachers in our schools. This is why I'm a New Teacher exists. Through real life teaching stories, innovative teaching resources, new teacher support programs and mentoring I aim to help you be the best educator and professional you can be.

About Me

I am an educator, a mentor, a husband, a writer and the self-appointed director of staff morale. These are roles I take very seriously, despite using an opportune "dad" joke to keep things moving along smoothly.

Teaching is more than a career, it's a an opportunity to make a difference in a child's life – for some it's a chance to change the trajectory of their future. For this reason I'm passionate about that animal that is the education system and the teachers that are its lifeblood.

I created I'm a New Teacher to instil a sense of value to the work that teachers do everyday, to help new teachers overcome obstacles and to support teachers in progressing in their careers. Great teachers establish creative and stimulating environments for the world changers of the future.

My teaching experience has varied from low socio-economic government school contexts to wealthy independent schools across Sydney. I hold a Bachelor of Arts in English and Education from the University of Sydney and a Master of Teaching from the University of Western Sydney. I am a lifelong learner and am currently undertaking a Graduate Certificate in TESOL and a Diploma in Work Health and Safety.

My beautiful, talented and funny wife/editor, Aziza Green, and I live in South Sydney, where we mentor young professionals and university students at our local church. In my free time, I like to write, laugh and connect with friends and family.

Why do you need this e-book?

If you're anything like me, you spent the early days of your professional experience scratching your head (or hitting your head) over your Teaching Accreditation. If you're feeling a little overwhelmed, or over it, this resource will give you some hope. Not just that, it will give you the support and practical guidance you need to successfully complete your Teaching Accreditation. This e-book will help you to get organised and successfully complete this complex and, at times, confusing component of your teaching career.

As a shiny new graduate, in my freshly ironed trousers and my overly starched shirt I had the natural networking skills and determination to get teaching positions with relatively little effort. I was confident in my training and career prospects, however, once I entered the classroom things began to get a little overwhelming. There are so many challenges that I was not expecting to have to deal with. Managing parents' expectations, establishing discipline in the classroom, building professional networks, marking, reports, assessments, laryngitis, staff politics, disappointments, repeated bouts of the man-flu – I felt like I was facing a never ending uphill battle! That didn't even include the actual teaching of a class of uncooperative cherubs.

And the industry keeps evolving. Even in the years since I graduated I have seen huge changes in many areas including the use of ICT, curriculum implementation and teaching pedagogy. With more and more accountability placed on schools and classroom teachers our time is becoming more and more stretched. I spent the first three years or so, just trying to keep my head above water – there was no time, or mental capacity left, to even think about my Teaching Accreditation.

In those first years there was no one to help me through my Teaching Accreditation. I worked in a number of elite private schools and everyone was busy enough with their own workload and there was no time to think about my accreditation. The other thing was none of the teachers that I met in the early stages in my career knew much about the accreditation process – it was relatively new. Some schools have dedicated staff members and mentors that are there to help graduate teachers through the process, but many schools do not.

This e-book and the resources in the 'Navigating Your Teaching Accreditation' section at imanewteacher.com are designed to help you to complete your accreditation by offering guidance, support and even a shoulder to cry on if you really need it.

I was fortunate enough in my third year of teaching to have had excellent teaching mentors and support. With the help of these experienced and generous teachers, I was able to complete my Teaching Accreditation, receiving 'Professional Competence' in my first attempt. Many of the examples that are included in this book are my personal reflections and selections of evidence that I used for my accreditation. While I am happy to share these with you, it is important that you recognise that this way is not the only way of completing your Teaching Accreditation. You should always follow the advice of your teaching supervisor and principal, thoroughly read the supporting documents that have been compiled by the New South Wales Institute of Teaching (NSWIT), the Department of Education and Communities (DEC), Australian Institute for Teaching and School Leadership Limited (AITSL) and other agencies. This is not the only way to complete your accreditation; it is merely a guide to navigate you through the various stages.

Eat the Live Frog First

This e-book will:

- ▶ ***Introduce you to the accreditation process***
 - It will provide you with a definition of a graduate teacher, and outline the roles and responsibilities that this involves.
 - ▶ ***Walk you through each of the Professional Teaching Standards***
 - The Professional Teaching Standards will form a crucial component of your professional career and show you the expectations and criteria for each professional stage.
 - ▶ ***Help you to create a timeline and outline the most important phases of the accreditation process.***
 - ▶ ***Show you how to maintain your Professional Accreditation and what's next***
 - As a teacher you are a lifelong learner and it is your responsibility to continually refine your craft.
-

A quick note before we get started:

The examples of evidence that I have included in this e-book were taken from my New Scheme Accreditation experience, when the standards were New South Wales based. Despite this, the evidence samples and reflections are still useful examples of what evidence may be used for the new National Professional Standards for Teachers. I have annotated my evidence using the current National Professional Standards.

This resource is not a substitute for the documents that the New South Wales Institute of Teachers and other agencies have published about the accreditation process. Please make sure that you take the time to look at the fantastic resources at the New South Wales Institute of Teaching (NSWIT), the Department of Education and Communities (DEC), Australian Institute for Teaching and School Leadership Limited (AITSL) and other agencies.

Contents

Section One – An Introduction to the accreditation process

- What is the National Teaching Accreditation process?
- How are the National Standards different to the State based outcomes?
- Welcome to the National Professional Teaching Standards.
- A glance at each of the National Professional Teaching Standards.

Section Two – Creating a timeline and putting it all together

- Overview of the Accreditation process.
- Familiarise yourself with the National Standards for Teachers.
- Find a Mentor.
- Begin to think about your evidence.
- Selecting your evidence.
- Writing your reflections.
- Checking your work.
- Submitting your documents
- Moving to the next stage of your career.

Section Three – A walk through each of the Teaching Standards

- Standard One – Know students and how they learn.
- Standard Two – Know their content and how to teach it.
- Standard Three – Plan for and implement effective teaching and learning.
- Standard Four – Create and maintain supportive and safe learning environments.
- Standard Five – Assess, provide feedback and report on student learning.
- Standard Six – Engage in professional learning.
- Standard Seven – Engage professionally with colleagues, parents/caregivers & the community.



Section 1:

An introduction to the accreditation process

An Introduction to the accreditation process

One of the wonderful things about the teaching profession is that you are constantly learning and evolving as a professional. Teachers need to continue to develop their teaching skills. Many graduates lack confidence in their ability, but they are some of the most brilliant teachers that I know. They have innovative ideas and bring incredible insights to the teaching profession. The accreditation process is designed to ensure that all new teachers achieve a standard of professional competence in their teaching practice.

According to the News South Wales Institute of Teaching (NSWIT) a graduate teacher is:

A person who was employed for the first time as a teacher in NSW after 30 September 2004 OR a person returning to teaching after an absence of 5 or more years after this date. All graduate teachers must achieve accreditation at Professional Competence. ^{2*}

*Note: In the National Professional Standards for Teachers this stage is called Highly Accomplished.

What is the National Teacher's Accreditation process?

In the words of the News South Wales Institute of Teaching (NSWIT):

The Framework of Professional Teaching Standards provides a common reference point to describe, celebrate and support the complex and varied nature of teachers' work. The Professional Teaching Standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.

The Framework of Professional Teaching Standards provides a clear framework for the expectations of teachers at each of the four professional levels. The useful thing about the framework is that it provides clear and concise expectations for teachers at the different stages of their career. For teachers wanting to progress in their career the framework outlines what the expectations are to move into the next professional level.³

The National Professional Teaching Standards book is an invaluable resource that provides you with:

- ▶ Standards that will sustain and support quality learning opportunities for students
- ▶ Standards that are focussed on improving the skills and knowledge of teachers in all stages of their professional lives

If you haven't already done so, it is a good idea to familiarise yourself with the National Professional Teaching Standards – they are a valuable tool for you at any stage of your professional career. The accreditation process ensures that the best educators are in classrooms and provides you with a clear understanding of the requirements of teaching professionals in Australia. It allows you to take responsibility for your own professional development, giving you a clear outline of what is expected at each stage of your career. The teaching standards allow you to familiarise yourself with what you need to do to progress in your career.

How are the National Standards different from the state based standards?

On October 1st 2012 there was a move from state based teaching standards to National Teaching Accreditation Standards. For those teachers based in New South Wales there were little changes to the accreditation process, for those living outside of the state the changes are a little more extensive. The good news is that the introduction of the National Teaching Standards means that teachers from around Australia will have to adhere to the same nationally recognised teaching standards.

According to the June (2012) edition of Accreditation Matters, Implementation of the National Teaching Standards for Teachers:

*The requirements for accreditation will be largely unchanged. NSW teachers will undertake the existing processes using the **National Professional Standards for Teachers**. There are minor changes to the standards and differences in terminology.⁴*

The most significant changes have been made to the Domain of Teaching, Levels of Accreditation and the way the standards are framed.

Changes to the terminology for the National/Professional standards

NSW Professional Teaching Standards	▶	National Teaching Standards for Teachers
Domains of Teaching		
Professional Knowledge	▶	Professional Knowledge
Professional Practice	▶	Professional Practice
Professional Commitment	▶	Professional Engagement
Levels of Accreditation		
Graduate		Graduate
Professional Competence	▶	Highly Accomplished
Professional Leadership	▶	Lead
Framing the Standards		
Element		Standards
Aspect	▶	Focus
Standards	▶	Standard Descriptors

June Edition (Number 1, 2012) of Accreditation Matters, Implementation of the National Teaching Standards for Teachers.⁵

There are minimal changes for New South Wales teachers and the good news is that if you are already compiling your documents and writing your reflections you can still use them.

Table 1: Relationship between Elements and Standards

Element – NSW Professional Teaching Standards		Standard – National Professional Standards for Teachers
1. Teachers know their subject/content and how to teach that content to their students		1. Know students and how they learn
2. Teachers know their students and how students learn		2. Know the content and how to teach it
3. Teachers plan, assess and report for effective learning		3. Plan for and implement effective teaching and learning
4. Teachers communicate effectively with their students		4. Create and maintain supportive and safe learning environments
5. Teachers create and maintain safe and challenging learning environments through the use of classroom management skills		5. Assess, provide feedback and report on student learning
6. Teachers continually improve their professional knowledge and practice.		6. Engage in professional learning
7. Teachers are actively engaged members of their profession and the wider community		7. Engage professionally with colleagues, parents/carers and the community

August Edition (Number 2, 2012) of Accreditation Matters, Implementation of the National Teaching Standards for Teachers.⁶

The diagram shown in Table 2 shows the relationship between the old New South Wales Professional Teaching Standards and the current National Professional Standards for Teaching. As you can see many of the old NSW Elements are similar to the National Standards.

NATIONAL PROFESSIONAL STANDARDS FOR TEACHERS		Descriptor comparison with – NSW PROFESSIONAL TEACHING STANDARDS
Domain	Standard	
Professional Knowledge	1. Knowing students and how they learn	<ul style="list-style-type: none"> Both cover physical, social and intellectual development, cultural and linguistic awareness, how students learn, specific learning needs
	2. Knowing the content and how to teach it	<ul style="list-style-type: none"> National set adds numeracy to literacy National set adds to knowledge: "Understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages"
Professional Practice	3. Plan for and implement effective teaching and learning	<p>Although there are differences in the grouping of the focus areas and degree of explicitness, both frameworks address:</p> <ul style="list-style-type: none"> Planning Programming Use of a range of teaching and learning strategies Assessing Reporting Providing feedback Communicating Creating safe learning environments, including reference to classroom management
	4. Create and maintain supportive and safe learning environments	
	5. Assess, provide feedback and report on student learning	
Professional Engagement	6. Engage in professional learning	<p>Differences in emphasis and terminology, but both frameworks include:</p> <ul style="list-style-type: none"> Professional learning and planning Ethics and conduct Compliance with requirements Relationships with parents and carers Professional interactions with colleagues
	7. Engage professionally with colleagues, parents/carers and the community	

(Reference 7)

Welcome to the National Professional Standards for Teaching.

The National Teaching Standards book, formerly known as 'The Little Blue Book', outlines the framework of the National Teaching Standards. This important resource provides information about the various stages in a teacher's professional career. The current levels of accreditation are Graduate, Highly Accomplished and Lead. As a Graduate Teacher you will be focussing on the professional competence column. The National Teaching Standards tells you what teachers need to know to become accomplished at each professional stage. The National Teaching Standards is an excellent tool and provides a thorough outline of exactly what is required to meet each professional outcome.

The New South Wales Institute of Teachers (NSWIT) states that:

The Professional Teaching Standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.

A glance at each of the National Professional Teaching Standards

The National Professional Teaching Standards contain three Domains: Professional Knowledge, Professional Practice and Professional Engagement. These three domains are common throughout each of the Key Stages.

Professional Knowledge (Standards 1 and 2) – This domain focuses on you, as a teacher, having thorough knowledge of the subject(s) that you are teaching. You must know how your subject(s) is linked to other Key Learning Areas (KLAs). Professional Knowledge also incorporates the appropriate implementation of effective teaching pedagogy. Professional Knowledge includes, but is not limited to an appreciation of the learning styles and backgrounds of the students that you teach. This may include an understanding of how students' socio-economic status, religious or cultural beliefs and ideologies affect their ability to learn.

Professional Practice (Standards 3, 4, 5) – This domain focuses primarily on the process of teaching and the implementation of effective and engaging teaching programs, the organisation and delivery of lessons and the process of preparing classroom resources. This domain also focuses on the monitoring of student learning, and the effective implementation of assessments. A crucial component of this domain is the process of establishing an effective learning environment.

Professional Engagement (Standards 6, 7) – This domain focuses on your ability to critically evaluate your professional career and your on going professional development. It is vital that you display your commitment to continued learning within your profession. This domain highlights the importance of teachers working collaboratively with other colleagues.

Each of the three teaching Domains, as outlined by the National Professional Standards for Teachers, highlights the crucial components of the teaching profession. Each of the three, while they have been organised into three distinct and separate domains, are intrinsically linked.

This is a basic breakdown of the three teaching domains. You will need to meet, and provide evidence for each in order to complete your Teaching Accreditation. The rest of this e-book will walk you through how to prepare your evidence and your reflections for the accreditation process. The first step is to make sure that you have read and are familiar with the amended National Professional Standards for Teachers. This is an extensive framework of the expectations and responsibilities of teachers, at whatever your career stage.



Section 2:

Creating a timeline and putting it all together

Section Two – Creating a timeline and putting it all together

Your teaching accreditation is a huge component of your professional teaching journey, and approaching it can be quite daunting. As with any large task, whether it be running a marathon or renovating a house, it can be quite difficult to get started. One of the ways that you can begin is by breaking it down into measureable steps and scheduling some milestones to navigate your way through the process. Essentially it is your accreditation process and no one, not even your teaching mentor or your principal, will care more about the process than you. You have to use your initiative, you have to be proactive and you have to get started.

Here are some things that you can start thinking about:

► **Make a timeline and use your initiative**

It is your responsibility to make sure that you complete the requirements in the allocated time. Most people tend to work better when there is a deadline – a deadline forces you into action. There are always things happening in our lives and if you don't set challenging, yet realistic deadlines, things tend not to happen. By putting into place a timeline, you can help ensure that you achieve your accreditation goals. I would suggest getting your accreditation done as soon as possible so that you can begin working towards the next phase of your professional career.

Once I actually started my accreditation, the process took me about three months. You don't have to do this, but I decided to get it done so that I could begin working towards the other stages of my teaching career. I was part of a small school with a brilliant supervisor and a teacher that was dedicated to helping graduate teachers achieve their accreditation. Whatever your situation, it is important to get started sooner rather than later.

► **Familiarise yourself with the National Professional Standards for Teachers and other accreditation documents**

It's always beneficial to know the standards by which you are being marked. I remember at University I would study the essay rubrics (fascinating) that my examiners would hand out with the assignment questions. I did this so that I would be familiar with the criteria and so that I knew how to achieve competence in particular areas. The same can be said with the Professional Teaching standards.

As I previously mentioned the Professional Teaching Standards book shows the guidelines and the criteria for each stage of your professional career. Having knowledge of these criteria will serve you throughout your teaching career. As I have said before the National Professional Standards for Teachers outlines everything you need to show in order to move through the various stages in your professional career. Spend some time going through the book, it's not the most fascinating read, but it will clearly and succinctly outline what types of things that the department is looking for.

► Find a Mentor

Most schools should have a nominated new teacher mentor. In my first years of teaching I didn't have one and I had to try and navigate through my accreditation without any assistance. It was difficult. Nobody in my school had time to help me, nor did they really understand the process – what I needed was a consistent voice. With the new National Professional Standards for Teachers being implemented across all Australian schools, the current accreditation process will be new to many experienced teachers, school executives and principals.

A teaching mentor, whether officially called that or not, will help you to organise and format your information correctly. If you are working on a short-term or casual basis you may need to ask someone if they will help you through the process. Even if you are assigned a mentor as a new teacher, you can still consult with and seek advice from other teachers that you admire. When I was putting together my accreditation I consulted with a number of more experienced teachers including: a friend of the family who is a principal, my mother-in-law who is an experienced teacher and my school assigned mentor.

► Begin to think about your evidence now

The evidence that you choose and the information that you include in your Teaching Accreditation is extremely important.

In my first year of teaching I made the mistake of including every possible piece of information that I could find in my accreditation documentation. As you can imagine my evidence was about one hundred pages long. When it comes to the selection of your evidence, I'd suggest that it's better to be succinct. In the end I submitted about seven evidence samples, basically enough to fit in a single plastic sleeve. Your teaching evidence is all that the external accreditation body will see of your teaching competence. As you can imagine, it is vitally important to include samples that reflect your true ability and the uniqueness that you bring to the teaching profession. We will discuss later the importance of having someone check your work.

For me, one of the most challenging components of the accreditation process was deciding which evidence to include. As a teacher you have so much paperwork. Your professional programs get more and more full as the year goes on and you have permission notes, policies and procedures, student work samples and countless other bits and pieces that you could use. The New South Wales Institute of Teaching has developed an excellent resource in the *Information for Graduate Teachers booklet*, and you should also consult the Evidence Guide. Later in Section Three – A walk through each of the Standards we will discuss the different types of evidence that you could include and the Standards that they relate to. These are not the only pieces that you could use, but they will give you some ideas as to what you could include from your work.

Remember:

You will already have most of your evidence. Take some time to go through your professional program.

► **Selecting your evidence**

Choose carefully when selecting the evidence that you are going to use in your Teaching Accreditation. Remember that your teaching supervisor is there to assist you with this process. They are more experienced than you are and they will be able advise you which pieces of evidence to include. The important thing is to listen to your supervisor and take their advice. The first time I submitted evidence and reflections to my supervisor, they came back covered in red pen and highlighter. I felt like a naughty schoolboy again. However, I would much prefer to have someone go through my evidence thoroughly at a school level and find errors instead of getting it knocked back in the final stages. The evidence that you will use in your accreditation will mostly come directly from your everyday teaching practice.

When choosing evidence you should think about using:

- Lesson plans
- Student work samples
- Excursion notes for events that you co-ordinated
- Student reports
- Student Individual Education Plans (IEPs)
- Collaborative planning days
- Evidence of professional development days
- Classroom behaviour management plans.

*There are so many pieces of evidence that you can use as part of your teaching accreditation. **A few things to consider when choosing evidence:***

- Make sure that it's meaningful
- Make sure that it's directly related to the Standard or Domain that you are discussing

Ensure that you remove all references to your school (letterheads, names etc) and make sure that you remove student names and personal information. There should be nothing that identifies your school or students.

► **Write your reflections**

I found this component to be very challenging. When writing your teaching reflections make sure that your writing is succinct and that your reflection is directly linked to the main outcome that you are addressing.

As all of the teaching standards are interrelated you can make reference to other standards and educational documents, but only as an aside. Make sure that you clearly address the Standard that you are focussing on. As I have said before, the evidence that you select, the reflections that you write and your endorsements, written by your supervisor and principal, are all that the accreditation body will see of your teaching abilities. You do not have the luxury of sitting down face-to-face with the accreditation officer and explaining your suitability for the profession. The evidence that you submit and the reports that your principal and teaching supervisor writes are all that the accreditation authority will see of your competence as a teacher.

Once you have selected which evidence you will use in your accreditation you have to provide a reflection and justification of why you chose that particular piece.

Here are a few things to remember when doing your reflections:

► **Get someone to edit your work**

Typos and careless errors are embarrassing and will stand out on this important documentation. If your sentences are sloppy or if your work contains spelling mistakes it will look unprofessional.

► **Make sure that you thoroughly understand the Standard that you are addressing**

Spend some time carefully reading through all of the points addressed in the Standard that you are addressing.

► **Make sure your evidence directly relates to your Standard**

The evidence needs to clearly link to the Standard. It should be really clear why you chose this particular piece of evidence and how it relates to your Standard.

Useful tips:

- Show how your piece of evidence relates to other components of the Standards. I used one piece of evidence for a number of standards.
- In each reflection you can highlight your knowledge of other educational policies (whether school or Department of Education policies). For example you may want to refer to the school's writing policy and show how it helped you to formulate your lesson plans.
- It's okay to be honest. Quite often things don't go to plan. In one of my lessons I had planned a whole series of interactive learning experiences using the interactive white board. Unfortunately during my lesson the Department of Education had planned a software upgrade and I could not access the computers. In my reflection I was honest and used the experience as a professional learning curve.

On the following page (Image 1.1) is a sample of one of my reflections for Standard 4 that I submitted as part of my accreditation.

Element 4: Teachers communicate effectively with their students

Documentary Evidence: Lesson taught

Reflection: As part of Element 4 – Teachers communicate effectively with their students I taught a literacy lesson. Before I taught the lesson I discussed the lesson plan with my supervisor and the school ESL co- coordinator (6.2.4, 6.2.5). I decided to use a variety of teaching strategies and available resources including ICT and other technologies to make the content meaningful, stimulating and engaging to my students.

The lesson consisted of a collaborative research task in which students gather, synthesis and collate information on their given topic. I devised the lesson using a number of documents: The BWPS Writing Policy (2007), the NSW English Syllabus, the NSW English Modules and the BWPS ICT Policy.

Before the students entered the classroom I directed them sit on the floor and wait for my instructions. Once inside I ensured that the objectives of the lesson were made clear. I ensured that each stage and outcome was made clear and wrote down the lesson objectives on the white board (1.2.4, 4.2.5,). I had previously designed lesson activities on the interactive whiteboard using the ToolKit templates and decided to use some of the resources and work samples from www.jeenyeather.com but the interactive whiteboard would not work. This was unfortunate but it allowed me to think on my feet and be flexible with my lesson. I was able to engage my students despite the difficulties I had experienced with the Interactive White Board.

My students were encouraged to work collaboratively differentiating tasks to meet each of the child's learning needs (2.2.1, 2.2.2, 2.2.4, 3.2.4). I also chose material that I thought would be stimulating and challenging for each groups.

Throughout the lesson I was able to 'explain goals clearly and accurately to students'(4.2.1). I was able to stimulate discussions by asking effective questioning techniques covering a variety of levels. I was able to build on the student's prior knowledge and sustain engagement using a mixture of written and oral communication strategies (4.2.1). During the lesson I encouraged on-task discussion allowing students to shared, synthesis and critique their findings with their group members (4.2.3).

I ensured that while the ability groups were working independently, I spent time with each group and asked them a series of questions to assist them with the task at hand. I diversified my question and supervision of each group based on my own professional judgement.

I believe that this lesson was successful and, despite the difficulties with the interactive whiteboard I was able to achieve the lesson objectives.

(Image 1.1)

Reflections

There are many ways that you can approach writing your reflections and annotations. One of them is to adhere to the following scaffold:

1. What is the piece of evidence? (description and context)
2. In relation to the standards, what does this evidence demonstrate about your development as a teacher?

When writing your reflections you should think about:

How does this piece of evidence relate to other Standards in the National Standards for teachers and other relevant documents?

What teaching strategies did you use to effectively engage your students?

Did your lesson go as planned?

Putting it all together

Checking your work

Getting someone to read through your work is vital. Careless spelling mistakes and grammatical errors are unnecessary distractions and have no place in your Teaching Accreditation documents. Also, remember to familiarise yourself with, and use, language appropriate to your profession.

Submitting your documents

The supervising teacher, or someone that your school has appointed will then write an Accreditation Report that will address your competence and ability to meet each of the Standards in each teaching Standard. Even though you do not write the report yourself you must ensure that you sign the final report that your supervisor produces.

Now that you have followed all of the above steps you are ready to submit your documents to the relevant Teacher Accreditation Authority – the person that will make the formal accreditation decision. Just a note, make sure that you keep copies of your final documents, you have spent a lot of time compiling them.

It is not your responsibility as a graduate teacher to post your documentation directly to the accreditation authority, your school will send it on your behalf. You can then wait to hear back from the Institute in regards to their decision of your accreditation status.

Moving to the next stage in your career

The NSWIT has an excellent resource called 'Maintenance of Accreditation at Professional Competence,' which contains important information that you will need to consider after you have completed your accreditation. This is a State specific resource but the content is relevant to National Teaching Accreditation. Without going into too much detail it covers:

- ▶ What does it mean to be accredited at the level of Professional Proficiency?
- ▶ How do I maintain accreditation at the level of Professional Proficiency?
- ▶ What is the maintenance of accreditation at Professional Proficiency period?



Section 3:

National Professional Standards for Teachers.

Section Three – A walk through of each of the National Professional Standards for Teachers.

Personally I think that it is a good idea to provide an overview of the Standards that you have covered in your Teaching Accreditation documents. The Overview (Image 1.2) is optional and could take any form that you see fit. Please note that the evidence that I used was tailored to the old New South Wales Institute of Teachers Elements. The new National Professional Standards for Teachers are closely based on the New South Wales Elements so the examples of my evidence can still be used as reference for your accreditation documents.

I used an overview of the Standards (previously called Elements) that I covered so that my assessors could see exactly what evidence I was using and which components they were addressing. There are many Standards, Domains and Standard Descriptors that you need to address in your report and it is important that you included and outline each of these sections in the documents that you submit. The overview that I included in my accreditation is on the following page and may be used as a guide.

Your next step

Familiarise yourself with the National Professional Standards for Teachers. Take some time to choose one, or a couple of Standards that you feel comfortable addressing and put together some thoughts on how you could address these. Remember that you don't need to address every Standard in the book.

Overview of New South Wales Institute of Teachers Standards covered.

Element 1: 1.2.1 Apply and use knowledge of the content/discipline(s) through effective, content-rich, teaching activities and programs relevant to the stage.

1.2.2 Apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students.

1.2.3 Design and implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act.

Element 2

2.2.2 Apply knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns.

2.2.1 Apply knowledge of the impact of social, ethnic, cultural and religious background factors to meet the learning needs of all students.

Element 3

3.2.6 Communicate to students the link between their achievement and the outcomes set out in the syllabus.

3.2.9 Report effectively to students, parents and caregivers about student learning.

3.2.10 Use student assessment results to evaluate teaching and learning programs and inform further planning.

Element 4

4.2.1 Explain goals, content, concepts and ideas clearly and accurately to students.

4.2.3 Respond to student discussion to promote learning and encourage other students to contribute.

Element 5

5.2.3 Implement strategies to establish a positive environment supporting student effort and learning.

5.2.5 Manage student behaviour through engaging students in purposeful and worthwhile learning activities.

Element 6

6.2.3 Engage in professional development to extend and refine teaching and learning practices.

6.2.7 Demonstrate a commitment to continuous professional learning by exploring educational ideas, issues and research.

Element 7

7.2.1 Communicate regularly and effectively with parents and caregivers, and other colleagues about students' learning and wellbeing.

7.2.2 Demonstrate empathy and understanding in all communication including reporting student achievement to parents and caregivers.

Name: Mathew Green

page number

Date:
Principal:
Supervisor:
Date:

(Image 1.2)

Standard One - Know their students and how they learn.

Approaching Standard One

Standard One focuses on your knowledge as a teaching professional and how you impart that knowledge to your students. In this Standard you will need to focus on teaching the content to your students. You will need to consider how the cultural, ethnic and religious backgrounds of students affect their learning and application of acquired knowledge. In the Standard Descriptor 1.1 Proficient Teachers know and understand the diversity and cultural backgrounds of their students, including Indigenous students, and how to apply this to their students' learning. This Standard (specifically 1.2 and 1.3) also requires that you demonstrate the understanding and knowledge of your students' varied approaches to learning.

I remember back to the good old University days and learning about the educational legend Howard Gardiner. In *Multiple Intelligences* Howard Gardiner wrote extensively about different learning styles and the importance of teachers varying the delivery of the information taught. Many of your students learn at different stages, respond to different types of stimuli and process and apply their knowledge in different ways. As teachers, and as outlined clearly in Standard Descriptor 1.3, you have a responsibility to understand the different approaches to learning in order to enhance student outcomes. In primary classrooms you have to teach across all Key Learning Areas (KLAs) and cater to different student abilities in each of these subjects.

As a recent teaching graduate you will most likely teach in a number of different schools across a range of school contexts. When I first started teaching I taught in a number of elite private schools – both in co-educational and single sex schools. These schools had lots of money, very few difficult students and minimal students from non-English speaking backgrounds. A few months later I took a position in a school in South-West Sydney on Kindergarten and every child in my class came from an ESL background. I think that my class of twenty-five students represented around nineteen different nationalities. One of the benefits of working in a variety of schools and teaching students from multiple backgrounds is that you quickly have to learn cater to a variety of learning needs in your class. In every class each student will have strengths and areas of improvement across all of the Key Learning Areas (KLAs).

In my classroom I offer a variety of learning experiences. For example in my literacy groups I use computers, written text, sound cards, iPods, discussion tables and so forth to engage students in multiple ways. Your students are all individuals. They learn at different rates and through different medias. A key component is also an understanding of the needs of students of different cultures, students with special education needs, students with challenging behaviours, and students that have been identified as having gifted and talented characteristics (1.3 and 1.6). It also focuses on the knowledge of the strategies that educational professionals use to address these needs.

What are you being assessed on?

Professional Knowledge

Standard 1 – Know students and how they learn

Focus	Graduate	Proficient	Highly Accomplished	Lead
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

How are you differentiating the learning sequence to cater for a range of student abilities?

Are you familiar with current educational research surrounding student learning and engagement? How have you incorporated this into your lessons?

Are you familiar with the various religious and socioeconomic backgrounds of your students? Do you understand how these backgrounds may influence student learning?

Professional Knowledge

Standard 1 – Know students and how they learn

Focus	Graduate	Proficient	Highly Accomplished	Lead
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

How do your lessons cater for the needs of Aboriginal and Torres Strait Islanders in your class?

How have you varied the curriculum and your teaching style to cater for the various learning needs and the different abilities in your class.

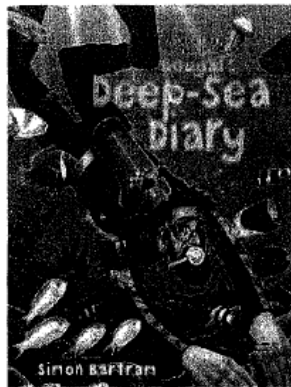
**How do you engage and cater for students with a range of disabilities?
How do you adhere to the various legislative and policy requirements?**

What could you use as evidence?

Lesson plans, evidence of communication with representatives from the Aboriginal and Torres Strait Island community or evidence of use of relevant legislative and policy requirements.

Your next step:

Begin thinking of a lesson that you think would best show the components of this Standard. I chose an English lesson about a story that we were reading in class. I felt that this lesson would best show how I applied the knowledge of my subject content, how I engaged my class and how I could design and implement appropriate teaching and learning sequences.



Dougal's Deep Sea Diary

By Simon Bartram

Noun Groups:

- ancient treasure chest
- An old shipwreck
- mostly old coins
- two crowns
- hand-drawn maps
- mysterious underwater worlds

Use the noun groups above to write a paragraph about Dougal's diving adventures.

1 Last Tuesday in the mysterious underwater
2 world of sea maid Jasmine and Grace
3 I decided to look for treasure. Soon
4 Dougal was looking in the cave for treasure
5 then Dougal found the treasure and
6 Dougal loved the treasure and got
7 surprise when Dougal saw it he was
8 so happy that which was his first
9 time touching treasure for the first
10 time but he wouldn't stop thinking
11 about in the water had a
12 he found it.

Date:
Principal:
Supervisor:

Standard Two: Know their content and how to teach it.

Approaching Standard Two

As professionals you have the responsibility to know what you are teaching and how to teach that content to your students. It is not good enough to simply be familiar with the content, you need to show that you can teach the content in a relevant and engaging way. As a teacher, especially as primary teacher where you are teaching a range of subjects, you must be able to demonstrate your ability to teach stage appropriate content to your class. Another component of Standard Two is your knowledge of Pedagogy and includes your ability to apply research-based, practical and theoretical knowledge of the pedagogies of the content/discipline(s) taught to meet learning needs of students.

The final component of Standard Two involves your ability to implement ICT into your classroom. This particular component involves applying current knowledge and skills in the use of ICT in the classroom to meet syllabus outcomes in the following: basic operational skills, information technology skills, software evaluation skills, effective use of the internet and pedagogical skills for classroom management.

When completing Standard Two it's important to show how you differentiate your teaching approach. You need to provide evidence of how you differentiate the curriculum to cater to the various learning styles represented in your class.

What are you being assessed on?

Professional Knowledge

Standard 2 – Know the content and how to teach it

Focus	Graduate	Proficient	Highly Accomplished	Lead
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
2.2 Content selection and organisation	Organise content into an effective learning and teaching sequence.	Organise content into coherent, well-sequenced learning and teaching programs.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

What teaching strategies and pedagogy are you incorporating into your lessons? How are you applying current theory into your lessons?

Eg. Reference to current teaching pedagogy when planning your lessons, Vygotsky's ZPD

Is there coherence in your lessons? Do your lessons form a logical and coherent teaching sequence? Do they build on students' prior knowledge?

Eg. Lesson plans and lesson sequences

How do you devise your learning and teaching program? Is it built on student needs and your knowledge of curriculum, assessment and reporting requirements?

Eg. Evidence of pre and post assessments.

Professional Knowledge

Standard 2 – Know the content and how to teach it

Focus	Graduate	Proficient	Highly Accomplished	Lead
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

Are you developing your students' awareness and appreciation of Aboriginal and Torres Strait Islander culture, history and languages?

Eg. Organising Multicultural Day.

What teaching and learning strategies are you using to further develop your students' literacy and numeracy achievement?

Eg. Photographs of how your classroom is set up, description of the maths resources that you have available.

How are you using the ICT tools available in your class to make your teaching content relevant and meaningful to your students?

Eg. An example of a SMART activity that you have developed, a program incorporating iPods or iPads into your classroom.

What could you use as evidence?

A lesson observation Image 1.3, a lesson plan or an Individual Education Plan (IEP)

Your next step:

Begin to think about and critique your own teaching style. Ask yourself about how you appropriately diversify, support and cater for the varieties of learning styles and needs that are represented in your classroom.

An example of evidence used:

Elements	Comments
(1) Teachers know their subject content and how to teach that content to their students <ul style="list-style-type: none"> Can the teacher present and explain the subject content accurately? Does the lesson plan demonstrate and acknowledge current knowledge of syllabus requirements? Does the teacher use teaching strategies suggested in the syllabus or other appropriate methods? 	Well presented variety of resources. Shame the MB wouldn't co-operate! Variety of teaching strategies used
(2) Teachers know their students and how they learn. <ul style="list-style-type: none"> Are the timing and pacing of activities effective? Are the teaching strategies appropriate for these students? Is there evidence of differentiation? Are the extension activities challenging and adequate? Do the chosen resources enhance learning? 	Well paced. You obviously know the strengths & weaknesses of the students in the class. Activities cater for different abilities
(3) Teachers plan, assess and report for effective learning <ul style="list-style-type: none"> Are clear goals articulated in the lesson plan? How does this lesson fit within a sequence of lessons? Is there recognition of students' existing understandings in the planning and teaching of the lesson? Can you see the link between the outcome on the lesson plan and what is happening in the classroom? Can you see evidence of specific and timely feedback for students? What type of feedback are the students receiving: prompts / cues / delayed / procedural / modelling? 	(Well grouped).
4) Teachers communicate effectively with their students. <ul style="list-style-type: none"> How was the lesson sequenced? What type of talk is occurring? <ul style="list-style-type: none"> Questions, statements? Instruction, prompting? You should... I think... Are students being supported and encouraged to talk & listen? On what basis are students grouped? 	Good use of questioning and prompting. Good support & encouragement of less able group. Ability grouping - worked well.
(5) Teachers create and maintain safe and challenging learning environments through the use of classroom management skills. <ul style="list-style-type: none"> How are students encouraged to participate? What strategies are being used to develop respect? Are the transitions smooth? What are the management issues? 	Chrs were praised and encouraged. Discourage calling out more strongly - with consequences if necessary.
Teacher Self-Evaluation:	Make sure all chrs are listening before moving on or giving instructions.
Attach lesson plan & student work samples and file safely for your records.	

(Image 1.3)

Standard Three - Plan for and implement effective teaching and learning.

Approaching Standard Three

The focus here is the planning, assessment and reporting for effective learning. For this particular Standard, I used a Personalised Learning Plan, also known as an Individual Learning Plan (ILP) for a student that was having some difficulties in my class.

As a teacher you have a responsibility to find the thing that engages and motivates the children in your class. In my first year on kindergarten I had a particularly challenging child. He was from a country that had been through horrific civil war, and was continuing to work through some of the worst cases of human rights violations that I have ever heard of. The story of his past brought me to tears when I heard it for the first time. His mother had fled their home country while pregnant with my student. On the way to a refugee camp her entire family was murdered, but somehow she managed to escape with her unborn child. The child was born in a refugee camp and I can barely imagine the type of things that he was exposed to in the early years of his life. Somehow he and his mother made it to Australian shores and received refugee status.

When this child arrived at school he, as you would expect, displayed very challenging behaviour. He would punch other students to get his way and he stole items from the school that he liked. The student simply could not appropriately settle into the school environment. I didn't know how to cope with this child, how to manage his behaviour or how to get him to relate to other students. My supervisor at the time advised me to design an Individual Learning Plan (ILP) for him so that I could find out the things that he would respond to best. After weeks of trying different approaches and behaviour management strategies I began to feel frustrated that I would never find the thing that engaged him.

Then one day we were doing a lesson using instruments and talking about beat and rhythm in songs. Out of nowhere the student began dancing and performing his own responses to music. He smiled for the first time in my class and I learnt that he, just like all of the other students in my class, had talent that was waiting to be discovered.

This story highlights the importance of individualising your lessons and the power in finding the things that motivate and engage each and every student in your class. As an educator you have the responsibility and privilege of creating stimulating and engaging learning environments for your class. Every single student in your class has talents and has the capacity to excel in a number of areas.

What are you being assessed on?

Professional Practice

Standard 3 – Plan for and implement effective teaching and learning

Focus	Graduate	Proficient	Highly Accomplished	Lead
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
3.2 Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
3.3 Use teaching strategies	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.

How do you devise specific, achievable and measurable goals for your students? Are you students involved in their own goal setting?

How are you developing your students' knowledge, skills, problem solving and critical and creative thinking?

Can you show evidence of incorporating a variety of ICT resources into your lesson sequence to engage students in their learning?

Professional Practice

Standard 3 – Plan for and implement effective teaching and learning

Focus	Graduate	Proficient	Highly Accomplished	Lead
3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.
3.7 Engage parents/carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

Can you show evidence of your use of a range of verbal and non-verbal communication strategies to effectively engage your students?

How do you evaluate learning plans as a response to student feedback? How do you use this data and feedback to drive future learning direction?

How do you provide opportunities for parents/caregivers to be involved in their children's learning?

Eg. Records of parent teacher interviews, letters inviting parents to open days.

What could you use as evidence?

Student assessments, analysis of student data, student Personal Learning Plan (PLP)

Your next step:

Have a look through your program and find examples of ways in which you have diversified your teaching program to cater for students with a variety of needs and learning styles.

An example of evidence used:

PERSONALISED LEARNING PLAN

STUDENT NAME: _____ **CLASS:** 2/3G **TEACHER:** Mr. Green **DATE:** 19th June 2010

The **Personalised Learning Plan** is a cooperative learning plan devised by the class teacher, the student and parent. The **teacher** will devise a learning program that is part of the mandatory class Teaching/Learning Program. The **student** will guarantee, by signing the Personalised Learning Program, that he/she will strive for the best possible outcomes. The **parents** will guarantee, by signing the Personalised Learning Plan, that the student's home learning plan will be followed and encouraged. The **aim** of the Personalised Learning Plan is to establish the direction of the student's learning throughout the year. The Personalised Learning Plan is a working document, meaning that it is evaluated and changed throughout the year as the student's learning outcomes are met. The **results** of the Personalised Learning Plan are published in the semester Reports. These results are comprised of:

- diagnostic and class assessments regularly administered by the teacher,
- observations, records and comments as part of Consistent Teacher Judgement.

STUDENT ABILITY LEVEL:

LITERACY	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED
NUMERACY	OUTSTANDING	HIGH	SOUND	BASIC	LIMITED

AREAS OF STRENGTH:
_____ is a very social and confident young man who always shares his ideas with the class.

AREAS OF NEED:
_____ has difficulties listening to instructions and following class directions. He needs to ensure that he organises himself for class and that all tasks are completed. It is imperative that he does not distract other students and prevent them from doing their work.

SPECIFIC STRATEGIES REQUIRED:

At School:
_____ needs to make sure that he listens to the instructions given by the teachers, he must ensure that he remains focussed during class activities and behaves appropriately. _____ needs to write down his homework each week and ensure that he asks questions if he is having difficulty.

At Home:
_____ needs to show his homework to a parent each night and return his signed homework contract each day. He must ensure that his homework is brought to school each day and that he asks questions if he is having difficulty. _____ needs to make sure that he comes prepared each day and bring the correct stationary.

Signed: _____ **Teacher** _____ **Student** _____ **Parent** _____

Date:
Principal:
Supervisor:
NST:

Standard Four: Create and maintain supportive and safe learning environments.

Approaching Standard Four

This Standard focuses on your ability to maintain safe and challenging learning environments for your students. As a teacher you may employ a range of behaviour management strategies and use a variety of intrinsic and extrinsic approaches to ensure high levels of student engagement. In my class, for example, we have a number of 'student agreements' that we devised as a class. Even when I taught Kindergarten, my students had a clear understanding of what was acceptable behaviour and what was considered right and wrong. As a class we come up with three agreements:

- ▶ ***Always try your best***
- ▶ ***Always use your manners***
- ▶ ***Always listen to instructions***

Apart from that, we have very few other rules and regulations. I work very hard to foster an environment of inclusion, where every opinion and idea is valued and respected. My agreements are positive, collaboratively devised standards that we adhere to as a class. The important thing about classroom agreements is that everyone, myself included, knows what is expected in class – students understand when they step outside of these guidelines. I also incorporate a range of stickers, tokens and reward systems as a part of everyday teaching practise.

In Standard Four I decided to incorporate both my teaching philosophy and a copy of a school behaviour plan that I used with a student. I did this to show that I was both aware of the school policies and procedures in which I was teaching and also to show that I was able to adapt it to suit my particular teaching style.

A crucial component of this standard is how you maintain supportive learning environments within your classroom. A supportive learning environment may comprise of a number of things including adequate support for student needs (at any learning stage) or an environment in which students develop their confidence when approaching set tasks. One of the biggest challenges that teachers face is the management of more challenging behaviours. What strategies do you have for dealing with challenging behaviour in your class? Do you have a clear set of consequences for students that do not adhere to safe practises?

What are you being assessed on?

Standard 4 – Create and maintain supportive and safe learning environments				
Focus area	Graduate	Proficient	Highly Accomplished	Lead
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.

Can you show evidence of how you have established and implemented inclusive and positive student interactions?

How do your classroom routines and procedures keep students engaged and on task during your lessons?

Eg. Reward systems, intrinsic and extrinsic motivation of students.

What strategies do you have for dealing with challenging behaviour in your class? Do you have a clear set of consequences for students who do not adhere to safe practices?

Professional Practice

Standard 4 – Create and maintain supportive and safe learning environments

Focus	Graduate	Proficient	Highly Accomplished	Lead
4.4 Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.	Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.
4.5 Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

Have you incorporated DEC, curriculum and legislative requirements?

What guidelines have you established for safe, responsible and ethical ICT use in learning and teaching?

What could you use as evidence?

Student behaviour charts, classroom ICT policies and procedures

An example of evidence used:

INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN

Student: _____ Class: 2/3C Teacher: Matthew Greer Date: 3/9/10 Review Date: 3/11/10

	Teaching Agenda	Safety Agenda
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Student Behaviour </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Acknowledgement Plan</p> <p>For <u>ON TASK</u> behaviours →</p> <ul style="list-style-type: none"> • extrinsic rewards. • stickers. • 'free time' choice between computer time and reading (two favourite activities) </div>	<p>↓</p> <p>On TASK? →</p> <p>← YES NO</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Crisis Plan </div> <p>When preceding strategies are ineffective -</p> <ul style="list-style-type: none"> • Removal from classroom. • Isolation from other students.
	<p>↓</p> <p>Safety Manageable? →</p> <p>← YES NO</p>	
	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">— Expectations</p> <ul style="list-style-type: none"> • listening • putting his hand up when answering a question • staying in seat. • following classroom expectations </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Correction Plan</p> <ul style="list-style-type: none"> • Positive reinforcement as per school policy. • time out • removal from chair. </div>

Date: _____
 Principal: _____
 Supervisor: _____

Your next step:

Ask your supervisor to come and observe a lesson that you are going to teach. Spend some time thinking about how you are going to structure each Standard of the lesson and how you are going to diversify to cater for different learning styles.

Standard Five – Assess, provide feedback and report on student learning.

Approaching Standard Five

Standard Five focuses on your ability to provide feedback and show evidence of how your students are, or are not, progressing, as they should be. You will need to show how you are accurately recording and tracking student progress and how you are using this data when you plan future learning. Proficient teachers collect, interpret and use data to drive assessment and ensure that their students are continuously learning.

When approaching this standard you can show how you have adhered to your school's reporting system (collection of data and parent reports for example), and how you have fairly and consistently used this information.

When I completed this section of my accreditation I used the professional style of my school's reporting system as it allowed me to communicate in a consistent way so that parents understood the expectations placed on their child.

You can also talk about how you scheduled and conducted your parent/teacher interviews and how you ensured that these were consistent and fair. If you teach in an ethically diverse school like I did, you will need to consult many people in preparation for the interviews. I spoke with interpreters, learning support officers and community liaison officers so that I had a greater understanding of my students' home lives.

Before you conduct your interview you should think about:

► **How will you do conduct yourself during the interviews?**

► **What questions will you ask?**

During the interview you should show the parents/caregivers evidence of their student's progress. As a rule, you should always be able to back up the comments that you made in the report. When I conduct my parent teacher interviews I discuss the child's progress and clearly outline where they are in terms of the school and the national expectations for that particular area of the subject. It is important that you not only identify problems. The parent/teacher interviews provide you with an opportunity to establish a clear way forward, allowing with the parents/caregivers to work with you.

► **What could you use as evidence?**

Parent teacher interview notes, PLPs and student reports.

Professional Practice

Standard 5 – Assess, provide feedback and report on student learning

Focus	Graduate	Proficient	Highly Accomplished	Lead
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
5.2 Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
5.3 Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.

What strategies and practices do you use when implementing summative and formative assessments? How do you ensure the accuracy and consistency of your assessments?

How are student learning outcomes set? How do you provide individual feedback in regards to student learning goals?

Professional Practice

Standard 5 – Assess, provide feedback and report on student learning

Focus	Graduate	Proficient	Highly Accomplished	Lead
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
5.5 Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

How do you effectively report student achievements to students and parents?

Eg. Evidence of parent/teacher/student conferences.

How do you use student assessment data to drive future learning objectives?

Eg. Evidence of the use of Best Start and SMART Data tracking

An example of evidence used:

Semester Report								
Name:			Class: 2/3G			Date: June 2010		
<i>This report is a summary of academic progress throughout this semester.</i>								
Performance <i>Indicates the level attained compared with grade expectation.</i>					Application <i>Indicates the amount of effort and diligence the child devotes to each subject.</i>			
Performance						Application		
English	Outstanding	High	Sound	Basic	Limited	Commendable	Satisfactory	Needs Improvement
Reading			✓				✓	
Writing				✓				✓
Spelling				✓			✓	
Handwriting				✓			✓	
Talking and Listening				✓				✓
Performance						Application		
Mathematics	Outstanding	High	Sound	Basic	Limited	Commendable	Satisfactory	Needs Improvement
Number				✓				✓
Space and Geometry				✓				✓
Measurement and Data				✓				✓
Patterns and Algebra				✓				✓
Working Mathematically				✓				✓
						Date: Principal: Supervisor: NST:		

Your next step:

Have a look through your program and try and locate examples of ways that you have created a safe learning environment for your students. This could be behaviour management plan or an evacuation procedure.

Standard Six: Engage in professional learning.

Approaching Standard Six.

This Standard focuses on your continual learning as an educator. As teachers we promote to our students the importance of becoming life long learners and we endeavour to instil in them an appreciation for knowledge. We have to ensure that we apply these approaches to our own professional learning.

You will continue to learn and develop your teaching style throughout your career. As professionals you have to show that you 'use the National Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs (6.1). I remember nervously conducting my first professional development course for my colleagues. To be honest I found it really daunting. It was strange, I talk in front of an audience for a living, and yet I felt intimidated and frightened to talk to other teachers. You may have discovered a new innovative teaching tool like edmodo or weebly that you can present to the staff in a professional development session. In your presentation you should show how your presentation is closely linked to the National Professional Standards for Teachers. You could also use minutes from staff meetings, training days or grade meeting notes to show your competence at 6.2 – 'Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system needs.

The basic premise for Standard Six is your commitment to and your engagement in professional learning. ***It's your responsibility to continually develop your professional knowledge and practice.***

What are you being assessed on?

Professional Engagement

Standard 6 – Engage in professional learning

Focus	Graduate	Proficient	Highly Accomplished	Lead
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

How have you used and incorporated the National Professional Standards for Teachers in discussions with colleagues?

Eg. Minutes from a presentation at a staff training day, grade/stage/year meetings notes

How have you participated in specific professional learning outcomes based on the needs of the school?

Eg. Specific professional development courses related to the school plan.

How do the professional learning incentives that you are engaged in address identified student needs?

How do you engage appropriately with colleagues in order to improve professional practice?

What could you use as evidence?

Records of professional development course.

Element 6: Teachers continually improve their professional knowledge and practice.

Documentary Evidence: Professional development course – accelerated literacy and community of schools reflection

Reflection: During this year I have been privileged to attend and participate in number professional learning opportunities (1.2.1, 6.2.2, 6.2.3, 6.2.7).

I feel that all of these professional courses have given me greater insight into the teaching profession and allowed me to further develop in my teaching practises. In particular I found the Accelerated Literacy course extremely interesting. During this seven day course I had the opportunity to learn about: the role of pedagogy, access to literate discourse, the concept of intentionality and, among others, the role of high and low order literate orientation. I found that the skills and strategies that I learnt from Accelerated Literacy were extremely useful when planning an engaging and stimulating literature lessons.

The appointment at my current school was the first teaching position that I had taken in the public system and also my first experience in which the majority of my students were NESB or LBOTE students. This year also marked the first time I had taught on an infant's class – specifically one that was a Year 2 and Year 3 composite. I have found that this year has brought many challenges and forced me to further develop my professional learning. This year has also provided me with many wonderful opportunities to collaborate with other much more experienced than myself. The Accelerated Literacy course helped me to deconstruct and reconstruct texts in a way that all of my students, regardless of back ground, can understand. I found that the tools and strategies that I learnt at this course helped me to appropriately scaffold instruction in a way that challenged and empowered all students to produce their best work.

During term 3 I had the opportunity to participate in Community of Schools and collaborate with other teachers from different schools to develop a literacy program. During this weekly course we designed a series of modelled, guided and independent reading and writing activities based around the Quality Teaching Framework. Before we begun to devise the lesson we ensured that we had a clear 'teaching purpose' (ie to identify the relationship between the written and visual texts), we then establish a reading practise (ie code breaker and participant).

After completing both of these courses, and many others, I have had the opportunity to implement the skills that i learnt and the lessons that we devised into my classroom (7.2.4). I have been working regularly with the ESL support teacher and we have worked collaboratively during many of our literacy lessons.

Your next step:

It's always a good habit to record and reflect on professional development opportunities that you have. As a teacher you are continually developing your teaching style, knowledge of the curriculum and teaching pedagogy. Begin to write short reflections on courses that you have attended.

Standard Seven: Engage professionally with colleagues, parents/caregivers and the community.

Approaching Standard Seven?

This Standard focuses on your understanding of the importance of your engagement in the wider community and your engagement in your profession. Schools play an important role in the community and as a teacher you must understand that the four walls of your classroom do not limit the work that you do. You must communicate regularly and effectively with parents and caregivers, and other colleagues about students' learning and wellbeing (7.2) and you should show that you demonstrate empathy and understanding in all communication including reporting student achievement to parents and caregivers (7.2).

Working in a low socio-economic area in South Western Sydney, one of my biggest challenges is actually educating the parents. I learnt a long time ago that parents are one of the biggest influences in a student's life. It is therefore extremely important that teachers inform, build relationships with, and essentially, educate the parents. I dedicate a proportion of my time to building relationships with parents. I make sure that I communicate their child's progress frequently, send homework samples and that I am outside talking to parents before and after school (instead of sitting in the staffroom). In this Standard you must show your understanding of the roles that teachers play as engaged members of their profession and the wider community.

Have you ever eaten fried eel?

At one of my schools, I organised a Multicultural Day. The day was a great success and there were numerous dishes and delicacies from around the world. Multicultural Days are a fantastic opportunity to engage parents and caregivers in school life. If you have had experience organising school excursions or other community based events, these are great examples of your competence in Standard Seven – Engage professionally with colleagues, parents/caregivers and the communities. School events such as special days and Multicultural Day contain great evidence for your engagement of colleagues, parents and caregivers and the community.

Another component of Standard Seven is your engagement with other colleagues and how you work collegially with them to further education goals and objectives. In this Standard you need to show how you work with others including how you contribute and engage in professional discussions and how you handle conflict and disagreements and work through complex problems and come to conclusions effectively.

What are you being assessed on?

Professional Engagement

Standard 7 – Engage professionally with colleagues, parents/carers and the community

Focus	Graduate	Proficient	Highly Accomplished	Lead
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
7.3 Engage with the parents/carers	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
7.4 Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

How have you met and enforced codes of ethics and conduct established by relevant authorities?

How have you complied with relevant legislative, administrative organisational and professional requirements within your classroom?

How do you maintain professional relationships with parents and caregivers to broaden knowledge and improve practices?

How have you collaborated with other colleagues to broaden your practices and knowledge?

Eg. Evidence of your engagement in professional dialogue.

What could you use as evidence?

You may like to use an excursion that you have planned or a parent teacher night that you have coordinated.

Your next step:

Start involving yourself in initiatives outside the classroom. As a teacher your influence stretches beyond the four walls of your class.

Element 7: Teachers are actively engaged members of their professional and wider community.

Documentary Evidence: Organisation of Student Excursions

Reflection: I had the opportunity to collaborate with a colleague and organise an end of year whole school picnic. The picnic was to be held at a venue some distance from the school and as a result the students needed to be transported by bus to and from school.

Before planning begun I discussed the plans with my supervisor, other executive staff and the school principal. As I have only be employed at my current school for a short time I discuss the excursion in depth with my supervisor (7.2.4) and other executive staff members in order to ensure that I correctly adhered to school policies and followed the correct procedures.

As per the school policy I developed a risk assessment and identified all of the potential hazards associated with the excursion and ensured that we had adequate resources should we need. For example, I ensured that there would be suitable room on the bus and that students would be instructed to remain in their seats at all times. As there was very little shade at the venue the students were asked to bring hats, sunscreen, plenty of water and appropriate clothing – the school would also bring additional water and sunscreen.

Previously in the year some students had paid for an excursion that was called off due to wet weather. After discussing the issue with the school principal it was decided that all students would had paid for the previous excursion could participate in the school picnic without charge. For those that had not paid, or for those students who were new to the school, a payment would have to be made. In order to ensure that all students had paid the right amount for the excursion I sent home two variations of the notes (7.2.1) – one that stated that the excursion was free of charge, and another advising that there would be a cost (7.2.2).

After we had devised a risk assessment, booked the transportation and followed school procedures I began to draft a parent/guardian permission note. Working in consultation with my supervisor I ensured that the permission letter clearly and succinctly presented all of the relevant information to the parents/guardians (7.2.1). I ensured that the permission letter clearly outlined the excursion providing parents/guardians with clear expectations of their responsibilities, the school's responsibilities and the expectations of the students. I ensured that the other staff members understood that they would be collecting student notes and ensuring that all notes were returned at least a week before the excursion.

You've made it!

Congratulations you've made it!

Accreditation is tough and at times very dry, but keep at it and you'll have completed it in no time at all. I wanted to congratulate you again for choosing such an admirable and rewarding career. Teaching is a fast paced and challenging profession and schools need dedicated and committed professionals now, more than ever. I have worked in schools for a number of years, and I have met many wonderful and inspiring teachers. I am so impressed by the standard and the commitment of the new teachers that I meet. I want to tell you a final story – one about the greatest prac teacher I have ever met.

This prac teacher was completing her first prac and was quite nervous about implementing her first lesson in my class. She was shaking, hesitant but professional. She had handed me her program, a well planned, well structured, and well developed lesson on fractions. Her preparation was outstanding. As she walked to the front of the classroom to deliver her masterpiece, a student projectile vomited all over her shoes and proceeded to spray his classmates in a thick covering. I watched this poor prac student arrived at a cross road – she had the option of either taking the distraction in her stride and attending to the situation at hand, or, as I would have probably done on my first prac, cried and given up. This brilliant prac teacher, calmly and professionally, navigated through the situation. She cleaned up the child and ushered him off to the sick bay. She sent the children that had been vomited on to the toilets to get changed and somehow, miraculously, maintained the focus of the rest of the class.

The good news is, the prac student delivered her lesson, and continued to grow and develop her teaching skills.

We can all take away lessons from this new teacher's experience. She came fully prepared for the class, but demonstrated the ability to adapt to the situation as was needed. She led the class with confidence and ultimately completed the lesson she set out to deliver.

As educators we never really know what the next day will hold, but we can always face the joys and the challenges with confidence that what we are doing truly matters. Even on the tough days I try to keep in mind the privilege it is to teach and remind myself to always, always keep smiling and give my students my best.

Endnotes

1. Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A. M., Pearce, J., & Hunter, J. (2010a). Conditions that support early career teacher resilience. Refereed paper presented at the Australian Teacher Education Association Conference. Townsville, Qld.
2. Professional Teaching Standards - New South Wales. Published by the New South Wales Institute of Teachers (February 2005) p
3. Professional Teaching Standards - New South Wales. Published by the New South Wales Institute of Teachers (February 2005)
4. Implementation of the National Professional Standards for Teachers Accreditation Matters (Edition 1, June 2012). Published by the New South Wales Institute of Teachers
5. Implementation of the National Professional Standards for Teachers – Accreditation Matters (Edition 1, June 2012). Published by the New South Wales Institute of Teachers
6. Implementation of the National Professional Standards for Teachers – Accreditation Matters (Edition 2, 2012). Published by the New South Wales Institute of Teachers
7. Implementation of the National Professional Standards for Teachers – Accreditation Matters (Edition 2, 2012). Published by the New South Wales Institute of Teachers.
Table 2 – Comparing content of national descriptors with NSW Standards p2