



Experience Teacher Accreditation Policy

This policy addresses issues in relation to:

*Staff – Teaching Staff Responsible for Delivering the Curriculum 3.2.1
Safe and Supportive Environment – Student Welfare 3.6.2*

(See also Policy on New Scheme Teacher Accreditation Policy)

Policy Statement:

The **Independent Schools Teacher Accreditation Authority** (ISTAA) has been established by AIS NSW in support of raising the professional status of teachers in the NSW and ACT independent sectors. This Authority will formally recognise the achievements of teachers within the classroom, school and educational community.

This authority is responsible for accreditation of teachers at the level of Experienced Teacher at Al-Faisal College. It is intended for:

- teachers who are considering applying through ISTAA for accreditation at the level of Experienced Teacher.
- their supervisors, Deputy Principals and colleagues who will be providing reports, testimonials or references as part of the evidence for accreditation (ISTAA experienced Teacher Information Brochure).

Purpose

The accreditation process involves an opportunity for eligible teachers to be accredited by ISTAA at the level of experienced teacher. Teachers satisfying the requirements for accreditation will move from Band 2 to Band 3 of the salary scale in the year following the submission of a successful application.

ELIGIBILITY

1. For teachers entering the teaching profession in NSW after 1st October 2004.
 - Accreditation at the level of Proficient Teacher with the NSW Education Teaching Standards (NESA);
 - Maintenance of accreditation at the level of Proficient Teacher in accordance with the NESA;
 - Completion of the equivalent of at least 5 years of full time teaching after achieving accreditation at Proficient Teacher by the end of the application year.
2. Teachers entering the profession in NSW prior to 1st October 2004.
 - Completion of the equivalent of at least 7 years of full time teaching by the end of the application year.



Roles and Responsibilities

1. The Role of ISTAA in the Accreditation Process

The ISTAA Council makes the determinations regarding the accreditation of applicants at the level of Experienced Teacher. Recommendations to the ISTAA Council regarding accreditation of applicants are made by ISTAA's Assessment Panel.

The ISTAA Secretariat is responsible for:

1. Making available application forms and information about accreditation at the level of Experienced Teacher to teachers and schools.
2. Receiving, checking eligibility of and acknowledging applications.
3. Providing professional support for applicants to inform and guide them in the collection, preparation and collation of the submission of evidence.
4. Receiving and acknowledging submissions of evidence.
5. Discussing the application with Executive Principal, where appropriate.
6. Seeking additional evidence from applicants, if required.
7. Informing applicants if the Assessment Panel does not intend to make a recommendation to accredit at the level of Experienced Teacher and explaining applicants' right to appeal the recommendation and the appeal process.
8. Receiving appeals and forwarding these to the ISTAA Appeals Committee.
9. Submitting the recommendation from the Assessment Panel and, where an appeal has been made, the Appeals Committee's recommendation to the ISTAA Council.
10. Informing applicants and the Executive Principal of the determination made by the ISTAA Council in relation to their applications.
11. Providing a certificate of accreditation to successful applicants.

2. Role of the Teacher

Teachers are responsible for:

1. Notifying the Executive Principal of their intention to apply for accreditation.
2. Submitting a scanned application form on-line by September (Research Pathway) or November (Standards Pathway) in the previous year.
 - i. acknowledgment on the application form that the Executive Principal is aware that they are making an application.
 - ii. evidence of the number of years of teaching and the current band of the standards-based workplace agreement (for teachers not registered with the NES) or a copy of their Proficient Teacher accreditation and evidence of maintenance of accreditation at Proficient Teacher (for teachers registered with the NES).
3. Collecting, preparing, collating and submitting the evidence as a digital portfolio by September.
4. Completing and submitting any forms related to the submission of evidence required by ISTAA.
5. Providing a declaration of authenticity attesting to the legitimacy of the evidence included in the submission.



6. Ensuring privacy of student work samples by de-identifying them.
7. Identifying colleagues and/or executive members of professional associations as referees and requesting that they provide references using the forms provided by ISTAA.
8. Notifying ISTAA of any change in their employment during the year in which application for accreditation is made, and notifying a new employer of the application for accreditation at the level of Experienced Teacher.
9. Submitting any additional evidence requested by ISTAA.
10. Making a written appeal, if they choose, if the ISTAA Assessment Panel indicates that it does not intend to recommend accreditation at the level of Experienced Teacher.

3. Role of the School

The Executive Principal is responsible for:

1. Discussing with teachers their intention to apply for accreditation at the level of Experienced Teacher prior to application forms being submitted.
2. Acknowledging on teachers' application forms that the Executive Principal is aware teachers are making an application.
3. Identifying suitably qualified people as supervisors and ways to support the applicant in the process.
4. Providing the ISTAA Assessment Panel with a report on applicants' demonstration of specific Descriptors in Standard 7 at the level of Experienced Teacher. The Executive Principal / nominee may provide additional comments for Standards 1- 7. Reports are discussed with teachers prior to submission to ISTAA and copies are provided to teachers.
5. Providing a testimonial based on direct observation of teachers' practice.
6. Signing the report, testimonial and declaration of authenticity for each teacher.
7. Discussing teachers' applications with a representative of the ISTAA Secretariat, where appropriate.
8. When a teacher wishes to defer their accreditation to the following year, the Executive Principal must send a signed letter that states the reason for the deferment to ISTAA prior to the last business day in June in the year of application. Requests for deferment after this date will be treated as withdrawals and teachers will need to submit a new application if they wish to apply for accreditation.
9. The Executive Principal may request an exemption for teachers who have not had the opportunity to teach one or more Aboriginal and Torres Strait Islander students during the accreditation period to provide evidence for Descriptor 1.4.

The Executive Principal requesting an exemption is to sign and date the relevant section on the Declaration of Authenticity.



The Preparation of the Submission of Evidence

The Purpose of the Submission of Evidence

The evidence submitted by an applicant should demonstrate that the teacher has consistently achieved the Descriptors of Experienced Teacher. The evidence must be annotated to indicate how each item of the evidence demonstrates that the teacher has met one or more of the Descriptors.

The Time Frame for Collecting the Evidence

The evidence may be collected from 26th April 2017 to 7th September 2018.

If a teacher moves from one school to another during the time when he/she is collecting materials for inclusion in the submission of evidence, the teacher must have the supervisor or Executive Principal sign a declaration form authenticating the evidence collected from that school. Teachers who take approved leave will have the time frame adjusted according to the time they are absent from teaching.

The ISTAA Secretariat will determine this time on receiving the application for leave and communicate the decision to the teacher and Executive Principal. Teachers must notify the ISTAA office when they return to teaching after a period of leave.

Permission to Use Students' Work

Teachers do not need to seek permission from students or parents/carers if they are including student work as their evidence. However, as far as possible, students' identities are to be removed from the work samples.

Photographing or Videoing Students

Teachers need to seek written permission to video or photograph students from the students themselves and/or their carers/parents. Students who do not have permission to participate in videos or photographs must not be included in videos or photographs submitted as part of the evidence.

Misleading or False Information

In order to ensure the validity of the evidence submitted, applicants are asked to sign a Declaration of Authenticity attesting to the fact that the evidence is genuine and actually created by them in the normal course of their professional work as a teacher. This declaration must also be signed by the Executive Principal.

Where misleading or false information is submitted by an applicant, the matter will be referred to the Executive Director of AISNSW, who will liaise with the applicant's Executive Principal.



Assessment and Recommendation

Assessment

The ISTAA Assessment Panel assesses the evidence and makes an evaluation as to whether or not the evidence demonstrates that the applicant has met all the Descriptors for Experienced Teacher.

If the ISTAA Assessment Panel finds insufficient evidence to make a recommendation for accreditation to the ISTAA Council, the applicant will receive a letter identifying the Descriptors where additional evidence is required and detailed feedback indicating what needs to be submitted as additional evidence. The applicant may withdraw the application or may submit additional evidence to the ISTAA Office.

The additional evidence must be received by ISTAA by Friday 7th December 2018. Prior to submitting additional evidence, the applicant may seek clarification about what additional evidence is required from a representative of the ISTAA Secretariat.

The additional evidence will be assessed and a recommendation will then be made to the ISTAA Council as to whether or not the applicant has met the requirements for accreditation at Experienced Teacher level.

Recommendation

The ISTAA Secretariat makes a recommendation for accreditation to the ISTAA Council based on the evidence and additional evidence, if appropriate, submitted by the applicant.

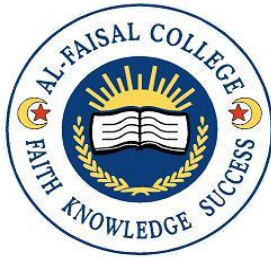
If the additional evidence does not satisfy the ISTAA requirements for accreditation, the applicant is advised that a recommendation not to accredit at the level of Experienced Teacher will be made to the ISTAA Council. The applicant is provided with a report listing the Descriptors for which there is insufficient evidence in the submission.

Endorsing the Applications

The ISTAA Council endorses the applications based on the ISTAA Secretariat's recommendations and, where applicable, the ISTAA Appeals Committee recommendation. The ISTAA Secretariat informs the applicant and the Executive Principal in writing of the Council's endorsement.

When successful, teachers receive certificates of accreditation at the level of Experienced Teacher.

If an applicant is unsuccessful in being accredited as an Experienced Teacher, he/she may make a new application and undertake the accreditation process in the following or any subsequent year.

**Appeal Process**

If the ISTAA Assessment Panel intends not to recommend to the ISTAA Council that an applicant be accredited at the level of Experienced Teacher, the applicant can make an appeal to the ISTAA Appeals Committee.

The members of the Appeal Committee will review the recommendations of the Assessment Panel regarding the original submission and the additional evidence. The Appeal Committee's report and recommendation will be presented to the ISTAA Council by a member of the ISTAA Secretariat.

Date of Policy:
January 2018

Proposed review date of
policy:
January 2019
*or earlier where amendments in
legislation require immediate policy
reviews*