



# **2018 Action Research Pathway Experienced Teacher NSW and ACT Teachers**

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**Support Brochure**

Independent Schools Teacher Accreditation Authority

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**The Independent Schools Teacher Accreditation Authority**

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# 1. Project Context

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## 2018 EXPERIENCED TEACHER ACTION RESEARCH PATHWAY

In order to provide contextually relevant experiences for teachers seeking accreditation at Experienced Teacher, AISNSW provides an alternative pathway to the Standards-based process. This pathway will enable teachers to conduct an action research project with at least one group of their students that focuses on improving student learning, wellbeing and/or engagement.

Teachers participating in this pathway will on successful completion of their accreditation be eligible to gain advanced standing or prior recognition from a range of universities if they wish to undertake a Masters of Education degree. Universities include The University of NSW, The University of Canberra, Macquarie University, The University of New England, Western Sydney University, University of Wollongong and The Australian Catholic University. Teachers will have the opportunity, if the need arises, to transfer to the current, Standards-based Pathway of accreditation.

## PURPOSE AND AUDIENCE

The purpose of this support brochure is to explain the eligibility requirements, procedures, roles and responsibilities and evidence requirements for the accreditation of teachers at the level of Experienced Teacher. This brochure is for teachers who are participating in the 2018 Experienced Teacher Action Research Pathway.

It is intended for:

- teachers who are undertaking an Action Research Pathway for accreditation at the level of Experienced Teacher
- their supervisors, heads of schools and colleagues who will be providing support and/or testimonials or support statements as part of the evidence for accreditation.

## PERIOD OF OPERATION

The contents of this document apply to those participating in the 2018 Experienced Teacher Action Pathway.

## 2. Introduction to ISTAA

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Educational research consistently affirms the significance of quality teaching as a critical factor in influencing and improving student learning. Accreditation provides a consistent and transparent process to assure the quality of teaching in our schools, and provides the basis for ongoing growth and development of teachers to raise the outcomes of education for students.

The Australian and Independent Schools Teacher Accreditation Authority (ISTAA) professional teaching standards define the qualities of effective teaching. They describe the knowledge, skills and practices expected of teachers at different stages of their careers, and provide a framework for critical reflection, professional development and growth.

The Association of Independent Schools of NSW values quality teaching and recognises the importance of professional growth and development in improving outcomes for students. The Association established ISTAA to provide teachers in schools that have adopted a Multi-Enterprise Agreement (MEA) with a means to demonstrate the quality of their teaching and as a result increase their remuneration.

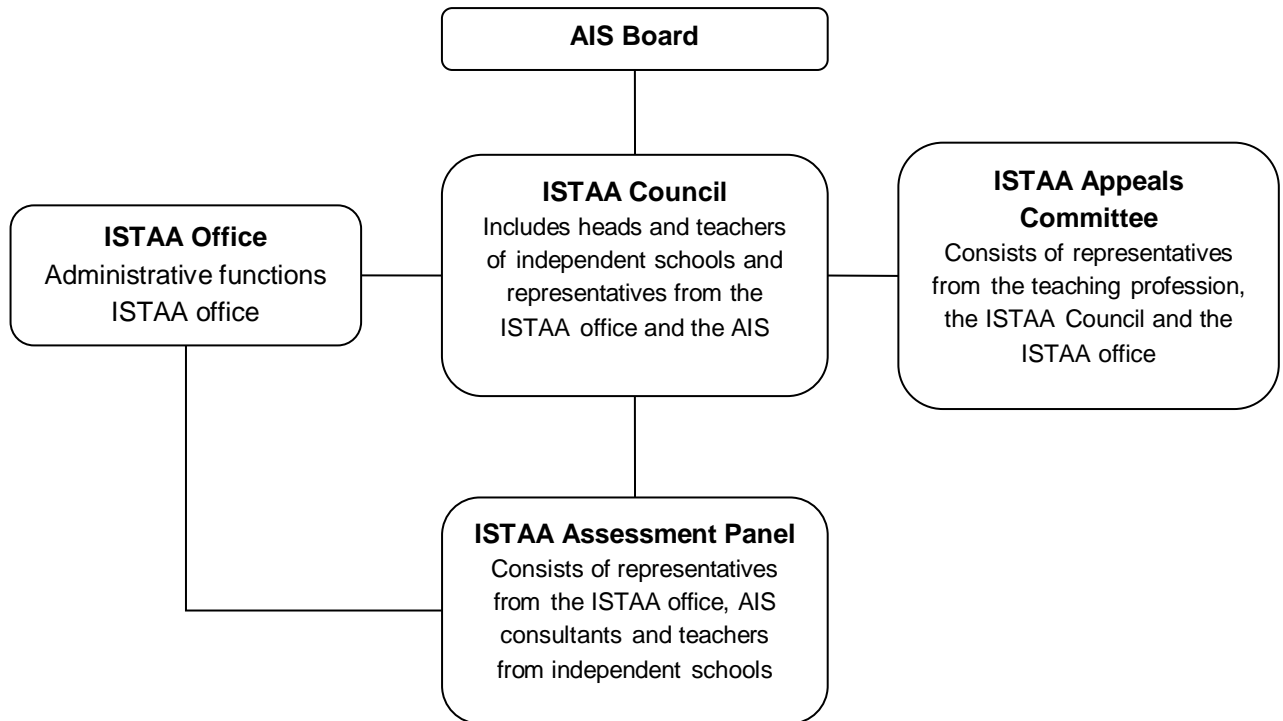
ISTAA is responsible for the accreditation of teachers at the levels of Experienced Teacher and Professional Excellence. ISTAA also works with NESAs to accredit teachers at the key stages of Proficient Teacher, Highly Accomplished Teacher and Lead Teacher.

The ISTAA accreditation processes aim to:

- define the knowledge, practice and engagement of teachers in the independent education sector
- enhance the quality of teaching and improve student learning outcomes in independent schools in NSW and the ACT
- encourage teachers to aspire to excellence and commit to ongoing professional growth
- support teachers in engaging in relevant professional development
- raise the status of teachers within the educational and wider Australian community
- recognise, acknowledge and celebrate the achievements of teachers who demonstrate the Professional Teaching Standards at the key stages of Experienced Teacher and Professional Excellence
- provide a process that enables teachers to be remunerated by their schools at an increased level
- retain teachers of the highest quality in independent schools.

### 3. The Structure of ISTAA

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## 4. Accreditation as Experienced Teacher

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### THE PURPOSE OF THE ACCREDITATION PROCESS

The accreditation process provides an opportunity for eligible teachers to be accredited by ISTAA at the level of Experienced Teacher. If the school has adopted a NSW/ACT Standards Model MEA or a NSW Hybrid Model MEA, teachers satisfying the requirements for accreditation at the level of Experienced Teacher will move from Band 2 to Band 3 of the salary scale in the year following the submission of a successful application. It is anticipated that the majority of teachers will progress to Band 3.

### QUALITIES OF AN EXPERIENCED TEACHER

Teachers who are accredited at the level of Experienced Teacher will be skilled and competent teachers who have an in-depth knowledge of their subject content and are able to effectively teach a range of students. Such teachers understand the background and stage of development of their students and use a variety of teaching and assessment strategies to enhance the learning experiences of their students.

Experienced teachers reflect on the success of their teaching practices and use this knowledge to plan learning experiences and provide meaningful reports to students, parents and caregivers.

Effective communication is reflected in the relationships these teachers develop with a range of stakeholders, including students, parents and members of the school and wider communities. They implement classroom procedures that enable all students to learn in a safe and secure environment.

Experienced teachers participate in a range of ongoing professional learning experiences in order to improve their professional knowledge and practice.

Experienced teachers involve themselves in the school and wider community and conduct themselves in such a way as to promote the profession and their school.

## 5. Eligibility and Transferability

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### ELIGIBILITY REQUIREMENTS – STANDARDS MODEL MEA - NSW TEACHERS

Eligibility to apply for accreditation at the level of Experienced Teacher is based on the following: Teachers entering the teaching profession in NSW **after 1 October 2004**:

- Accreditation at the level of Proficient Teacher with NESAs;

**AND**

- Maintenance of accreditation at the level of Proficient Teacher in accordance with the NESAs requirements;

**AND**

- Completion of at least five full-time equivalent years of service after achieving accreditation at the level of Proficient Teacher by the end of the year in which the application for accreditation at Experienced Teacher level is assessed and determined successful.

**OR**

- In the case of NSW pre-school teachers completion of the equivalent of at least five years equivalent of service after achieving accreditation at the level of Proficient Teacher by ISTAA by the end of the year in which the application for accreditation at Experienced Teacher is assessed and determined successful.

Teachers entering the teaching profession in NSW **prior to 1 October 2004**:

- Completion of the equivalent of at least seven full-time equivalent years of service by the end of the year in which the application for accreditation at Experienced Teacher is assessed and determined successful.

### ELIGIBILITY REQUIREMENTS HYBRID MODEL MEA - NSW TEACHERS

Eligibility to apply for accreditation at the level of Experienced Teacher is based on the following:

- Teachers who have achieved accreditation at the level of Proficient Teacher with NESAs or who were employed before 1 October 2004, and
- who were classified at Step 11 on a Steps Model Agreement as of 31 December 2016, or
- who were classified as Band 2 on a Standards Model Agreement and who will have at least five full time equivalent years of service on Band 2 by the end of 2018 (the year in which the application is assessed), or
- who have at least eight years of full time equivalent service by the end of 2018 (the year in which the application is assessed).

## **ELIGIBILITY REQUIREMENTS STANDARDS MODEL MEA - ACT TEACHERS**

Eligibility to apply for accreditation at the level of Experienced Teacher is based on the following:  
Teachers entering the teaching profession in the ACT after 1 October 2004:

- Accreditation at the level of Proficient Teacher; and
- Completion of the equivalent of at least five full-time equivalent years of service after achieving accreditation at the level of Proficient Teacher by the end of the year in which the application for accreditation at Experienced Teacher level is assessed and determined successful.

Teachers entering the teaching profession in the ACT prior to 1 October 2004:

- Completion of the equivalent of at least seven full-time equivalent years of service by the end of the year in which the application for accreditation assessed and determined successful.

Teachers who apply for accreditation at the level of Experienced Teacher and are successful in the first instance will receive their accreditation at the end of the year in which their evidence is assessed. Salary progression will occur in accordance with the Standards model MEA in place at the school.

## **RELEVANT TEACHING EXPERIENCE**

ISTAA acknowledges teaching experience, including overseas teaching experience that is recognised by schools at the point of employment of teachers. This applies to returning teachers - those teachers who have returned to teaching after an absence of five or more years and have had to undergo accreditation at Proficient Teacher. Teaching experience refers to the teaching of students of school age in a classroom situation, but not teaching in a university or as an itinerant teacher or in a preschool that is not attached to a school.

## **TRANSFERABILITY**

Accreditation at the level of Experienced Teacher will be transferable between schools within the NSW and ACT independent sectors that have adopted a NSW/ACT Standards Model MEA or a NSW Hybrid Model MEA.



## **6. Roles and Responsibilities**

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### **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 the ISTAA Office.

The ISTAA Office 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 submission of evidence.
4. Acknowledging submissions of evidence.
5. Discussing applications with heads of school, where appropriate.
6. Informing applicant and their heads of school of the outcome of the application for accreditation.
7. Seeking additional evidence from applicants, if required.
8. Informing applicants if ISTAA does not endorse their application and explaining applicants' right to appeal the recommendation and the appeal process.
9. Receiving appeals and forwarding these to the ISTAA Appeals Committee.
10. Submitting the recommendation from the Assessment Panel and, where an appeal has been made, the Appeals Committee's recommendation to the ISTAA Council.
11. Informing applicants and their heads of school of the determination made by the ISTAA Council in relation to their applications.
12. Making a certificate of accreditation available to successful applicants.

### **THE ROLE OF THE HEAD OF SCHOOL IN THE ACCREDITATION PROCESS**

The Head of School 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 head supports the teacher's participation in the Action Research Pilot Project.
3. Identifying suitably qualified people as supervisors and ways to support the applicant in the process.
4. Ensuring that the projects undertaken by teachers are ethical and appropriate for implementation with the targeted students in their schools.
5. Approving the teachers' projects by signing their project proposal template.
6. Supporting applicants and their supervisors to attend the relevant professional support sessions.
7. Providing the applicant with a support statement. Support statements are discussed with applicants and a copy is provided to teachers for inclusion in their submissions.

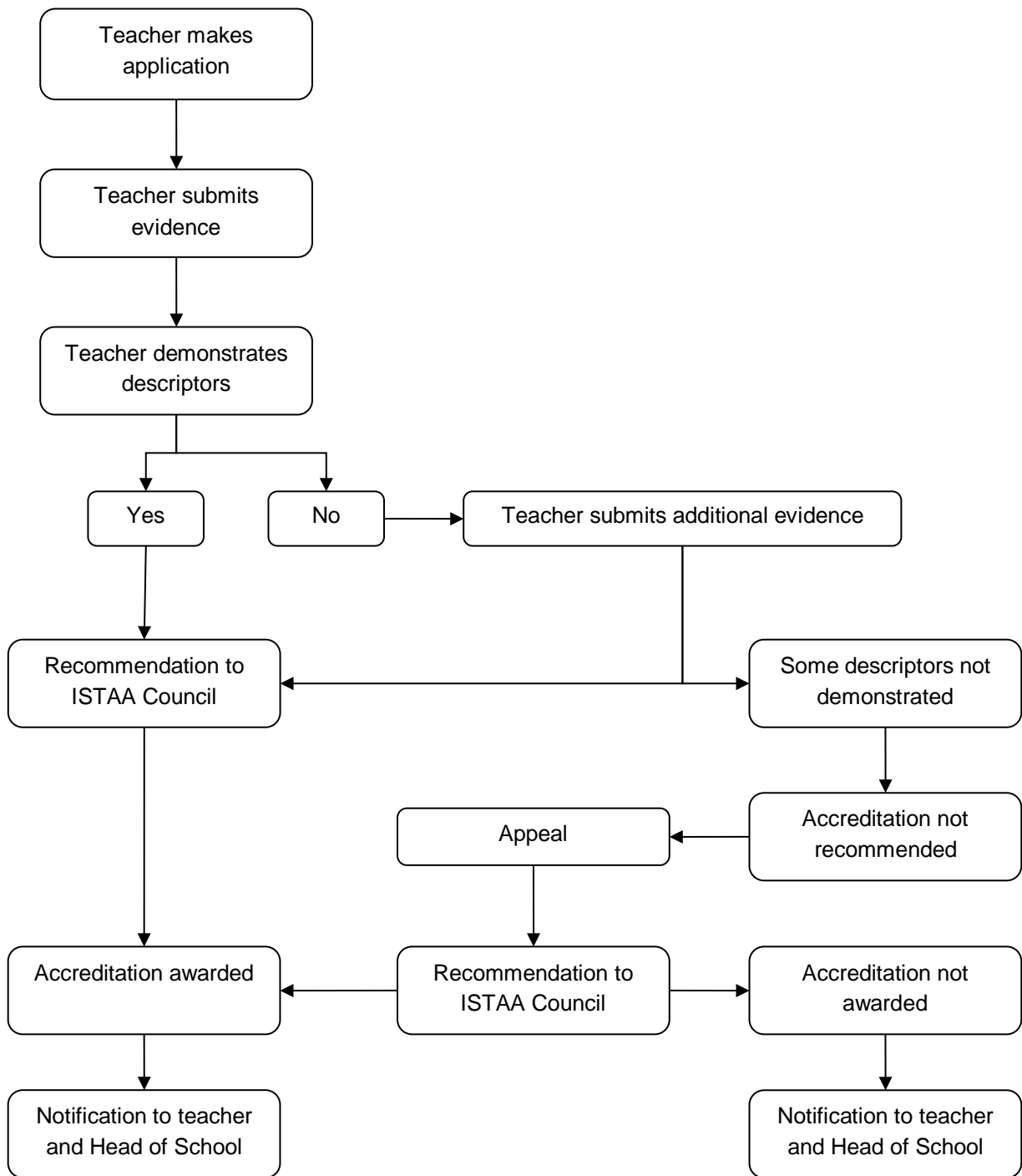
8. Providing an applicant with a signed testimonial based on direct observation of teachers' practice.
9. Signing the support statement, testimonial, project proposal and declaration of authenticity for each applicant.
10. Discussing teachers' applications with a representative of the ISTAA Office, where appropriate.
11. When a teacher wishes to withdraw from the Action Research Pathway or transfer to the Standards-Based Pathway, sending, prior to the 1<sup>st</sup> December 2017, a signed letter to ISTAA that states the reason for the withdrawal or transfer.

## THE ROLE OF TEACHERS IN THE ACCREDITATION PROCESS

Teachers are responsible for:

1. Notifying the Head of School of their intention to apply for accreditation.
2. Submitting an online application by **Friday 30<sup>th</sup> June 2017**
  - i. Acknowledging that he/she has agreed to participate in the 2018 Action Research Pathway.
  - ii. Providing evidence of the number of years of teaching and the current band of the standards-based or hybrid model MEA (for teachers not registered with NESAs) or a copy of their Proficient Teacher accreditation report or teacher details from their NESAs account.
3. Completing the online professional development module.
4. Complying with the timeline of the pathway including submitting for review the project proposal and literature review by **Friday 29<sup>th</sup> September 2017** and collecting, preparing and submitting the final evidence in the online digital portfolio by the **Friday 7<sup>th</sup> September 2018**.
5. Completing and including in the online digital portfolio forms and information related to the submission of evidence required by ISTAA. The forms including the declaration of authenticity, project proposal, testimonial and support statement are to be signed by the Head of School.
6. Ensuring privacy of student work samples by de-identifying them.
7. 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.
8. Submitting any additional evidence requested by ISTAA.
9. Making a written appeal, if they choose, if the ISTAA Council does not intend to endorse their application.

## 7. The Accreditation Process



## IMPORTANT DATES

Opening and closing dates for 2018 applications	Opens Wednesday 1 <sup>st</sup> March 2017 Closes Friday 30 <sup>th</sup> June 2017
Evidence collection period	Wednesday 26 <sup>th</sup> April 2017 to <b>4:00pm Friday 7<sup>th</sup> September 2018</b>
Online module for applicants and supervisors	Available to applicants and supervisors from Wednesday 1 <sup>st</sup> March 2017
Closing date Stage 1: Project proposal and literature review must be uploaded by this date	Friday 29 <sup>th</sup> September 2017
Closing date for withdrawal from action research pathway or transfer to standards - based pathway	4:00pm Friday 1 <sup>st</sup> December 2017
Date by which requests for deferrals must be received by the ISTAA office	4.00pm Friday 29 <sup>th</sup> June 2018
<b>Viewing of Experienced Teacher digital portfolios</b>	Tuesday 14 <sup>th</sup> November 2017
<ul style="list-style-type: none"> <li>Only applicants who have completed the online module by: <b>Wednesday 1<sup>st</sup> November 2017</b> are eligible to attend the 2017 viewing.</li> </ul>	Wednesday 22 <sup>nd</sup> November 2017 TBA: Term 1 2018
<ul style="list-style-type: none"> <li>Only applicants who have completed the online module by: <b>Monday 26<sup>th</sup> February 2018</b> are eligible to attend the 2018 viewing</li> </ul>	TBA: Term 1 2018
<b>Course 1:</b> Becoming accredited through the ETAR Pathway	Thursday 8 <sup>th</sup> November 2017 Tuesday 20 <sup>th</sup> November 2017
<b>Course 2:</b> Supervising teachers through the ETAR Pathway	TBA: Term 2 2018
<b>Course 3:</b> ETAR Support Session and Digital Portfolios	
Participants will need to complete an AIS course registration form. There is an additional cost for attending these courses. Only applicants who have completed the online module will be able to attend the courses.	
Closing date for submission of evidence	4:00pm Friday 7 <sup>th</sup> September 2018
Assessment panel	Monday 1 <sup>st</sup> to Friday 5 <sup>th</sup> October 2018
Results to applicants	No later than Friday 16 <sup>th</sup> November 2018
Additional evidence	Submit by Friday 7 <sup>th</sup> December 2018

## PROFESSIONAL SUPPORT

An online professional support session will be provided to applicants and supervisors. ISTAA will also provide face-to-face courses for applicants and supervisors.

The professional support sessions will address:

- action research
- the Professional Teaching Standards for Experienced Teachers and the requirements for the school project
- selecting a research topic
- creating a literature review
- analysing data and forming conclusions
- using the online digital portfolio
- types of evidence to be submitted
- selecting descriptors to demonstrate in the classroom for the testimonial
- how to annotate the items of evidence
- how to organise and present the evidence for the online digital portfolio.

Applicants should consult their supervisor if they have questions about any aspect of their application.

Applicants may post their questions on the ISTAA Experienced Teacher forum

<http://www.aisnsw.edu.au/Services/TeacherAccred/ISTAA/ET%20Action%20Research%20Pathway/istaa-forum/Home.aspx> and a member of the ISTAA Office will provide answers.

The ISTAA Office will provide applicants with telephone and email support and guidance throughout the accreditation process.

## THE PREPARATION OF THE SUBMISSION OF EVIDENCE

### Evidence

The evidence submitted by an applicant should demonstrate that the teacher has consistently achieved at least 28 descriptors for Experienced Teacher. Some of 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.

### Online digital portfolio

All applicants must submit their evidence via their AIS *My Account*. Information about creating an account, logging in and using the digital portfolio is in the manual that can be accessed or downloaded from <http://www.aisnsw.edu.au/Services/TeacherAccred/ISTAA/expteacher/Pages/expt-digital-portfolio.aspx> The supervisors' manual can be accessed from the same page.

### 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. This can be achieved by removing the students' surnames.

### **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 Head of School <http://www.aisnsw.edu.au/Services/TeacherAccred/ISTAA/expteacher/Pages/expt-digital-portfolio.aspx>.

Where misleading or false information is submitted by an applicant, the matter will be referred to the Chair of the ISTAA Council, who will liaise with the applicant's Head of School.

## **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 the mandatory and nominated descriptors and the requirements for Experienced Teacher.

### **Additional evidence**

If the ISTAA Office finds insufficient evidence to make a recommendation for accreditation to the ISTAA Council, the applicant will receive an email identifying the descriptors and/or requirements 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 **7<sup>th</sup> December 2018**. Prior to submitting additional evidence, the applicant may seek clarification about what additional evidence is required from a representative of the ISTAA Office.

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 Office 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.

## **ENDORISING THE APPLICATIONS**

The ISTAA Council endorses the applications based on the ISTAA Office's recommendations and, where applicable, the ISTAA Appeals Committee recommendation. The ISTAA Office informs the applicant and the Head of School of the Council's endorsement.

When successful, teachers may download from their ET applications a certificate 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 descriptor accreditation process in the following or any subsequent year.

## **APPEAL PROCESS**

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

## 8. Changing School Employer and Leave of Absence

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### Teachers moving from one school to another during the Action Research Pathway

If a teacher moves from one school to another during the time when he/she is participating in the project, the teacher must withdraw from the project.

If the teacher moves to another school that has a MEA, he or she may apply to participate in the Standards-Based process for accreditation at Experienced Teacher.

### TEACHERS UNABLE TO COMPLETE ACCREDITATION THROUGH THE ACTION RESEARCH PATHWAY

If a teacher cannot complete his or her accreditation while participating in the Action Research Pathway he or she has three options:

- Withdraw from the Action Research Pathway and make an application as part of the 2019 cohort.
- Transfer to the Standard-Based Pathway and submit their evidence in 2018. Applicants can only transfer to the Standards-based process if they notify ISTAA prior to **1<sup>st</sup> December 2017**.
- With the endorsement of their Head of School, an applicant may choose to defer their application for no longer than a 12-month period, i.e. an applicant may defer their application only once and for one year. Special consideration is given to exceptional circumstances, including maternity leave. In these instances applicants should refer to the policy and procedures for leave of absence. Requests for deferral must be received by the ISTAA Office by **Friday 29<sup>th</sup> June 2018**.

### Automatic withdrawal from an Experienced Teacher accreditation process

If a teacher does not make a formal application for withdrawal or transfer or does not submit their Stage 1 evidence by the **Friday 29<sup>th</sup> September 2017** or submit additional evidence by the **Friday 7<sup>th</sup> December 2018**, the ISTAA Council considers that the applicant has withdrawn from the process. Teachers who withdraw from the Experienced Teacher accreditation process will be required to pay the full application fee if they reapply for accreditation at Experienced Teacher level. Such teachers will need to negotiate with the Head of School as to whether the school or the teacher pays the fee.



## 9. Guidelines for Evidence

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### OVERVIEW

Teachers applying for accreditation at Experienced Teacher level are to submit evidence that demonstrates that they have clearly met the selected descriptors and project requirements for Experienced Teacher.

The three domains of the ISTAA Professional Teaching Standards are: Professional Knowledge, Professional Practice and Professional Engagement.

#### **Professional Knowledge**

This includes the descriptors in Standards 1 and 2.

Standard 1: Know students and how they learn.

Standard 2: Know the content and how to teach it.

#### **Professional Practice**

This includes the descriptors in Standards 3, 4 and 5.

Standard 3: Plan for and implement effective teaching and learning.

Standard 4: Create and maintain supportive and safe learning environments.

Standard 5: Assess, provide feedback and report on student learning.

#### **Professional Engagement**

This includes the descriptors in Standards 6 and 7.

Standard 6: Engage in professional learning.

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

#### **School Ethos and Values**

This includes the descriptors in Standard 8.

Standard 8: Teachers actively support the ethos and values of the school

For further detailed information about the descriptors refer to Appendix A.

#### **Teaching Context**

Teachers conduct their professional duties in a variety of settings such as primary or secondary classrooms, in outdoor and indoor facilities, using a wide variety of approaches and methods. The range, developmental stages and backgrounds of students in a class influence the choices teachers make about such aspects as pedagogy, resources and classroom activities.

Together these factors influence the types of evidence teachers may collect in the course of their professional lives to demonstrate Experienced Teacher standards and descriptors.

## Required and Suggested Types of Evidence

For some parts of the submission of evidence there are required items of evidence and/or data. Templates are available for some of the required (R) items. This is indicated by an (R) next to the evidence type.

For other parts of the evidence the applicant may choose the type of evidence that is most suited to the Action Research Project. This is indicated by an (S) next to the evidence type.

**If teachers have another type of evidence that has not been listed as suggested evidence it may be included if appropriate and relevant to the Action Research Project.**

**Where more than one type of suggested evidence is included teachers only need to submit one type of evidence.**

## TYPES OF EVIDENCE AND DATA

The following table outlines the project parts and indicates whether there is required or suggested types of evidence or data. Column three indicates where the mandatory descriptors are to be demonstrated.

<b>Components of the project</b>	<b>Required (R) and suggested (S) types of evidence and data</b>	<b>Mandatory descriptors</b>
This column contains a list of the components of the project.	This column contains a list of required types of evidence and/or data and where the applicant can make a choice a suggested list of these types.	This column indicates where the mandatory descriptors are to be demonstrated.

## Components of a submission of evidence

Components	Evidence and/or data: Required (R) and Suggested (S)	Mandatory Descriptors
Project proposal	Project proposal (R)	7.2
Literature review on action research topic	Literature review (R)	8.5 a
Description of implementation process	Timeline including what you did in each phase of the action learning model. (R) Notes about any changes you made to the project and reason/s for change/s. (R)	8.5 b
Data for the determination of the outcome of the project and other relevant evidence	Note: The evidence and data selected will depend on the Action Research Project (S) <ul style="list-style-type: none"> <li>• observation reports from colleagues</li> <li>• observation reports written by applicant when observing and giving feedback to colleagues</li> <li>• teaching and learning programs, courses, units of work, teaching and learning activities</li> <li>• assessment tasks and tools</li> <li>• feedback from other stakeholders</li> <li>• student work samples</li> <li>• student feedback</li> <li>• video footage and audio recordings</li> <li>• records of student achievement</li> <li>• student reports</li> <li>• photographs</li> <li>• evaluations of courses or teaching programs</li> <li>• written and digital communication such as notes, emails, blog entries and invitations</li> <li>• certificates or records of attendance at relevant professional development courses</li> <li>• teachers' notes, agendas and minutes of relevant professional meetings</li> <li>• school newsletters, magazine or intranet articles, contributions to publications and conferences</li> <li>• testimonials</li> <li>• communication and correspondence documentation</li> </ul>	6.3 7.1 8.2 8.3 8.5 c
Analysis of data	Explanation of trends and patterns in the data. (R)	8.5 d
Evaluation of project	Evaluation of the effectiveness of the project in terms of the extent to which it achieved the outcome i.e. impact on student learning, wellbeing and/or engagement. (R)	6.2, 8.5e
Presentation	Presentation to at least one group of colleagues (R). recorded in the form of: <ul style="list-style-type: none"> <li>• video or audio recording or PowerPoints or equivalent</li> <li>• handouts provided to colleagues</li> </ul>	7.4 8.1, 8.4

## 10. Guidelines for Evidence

Non mandatory descriptors (at least 18 to be chosen)							Mandatory descriptors (10 descriptors including all the parts of 8.5)	
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standards 6 & 7	Standard 8
1.1	2.1	3.1	4.1	5.1	6.1	7.3	6.2	8.1
1.2	2.2	3.2	4.2	5.2	6.4		6.3	8.2
1.3	2.3	3.3	4.3	5.3			7.1	8.3
1.4	2.4	3.4	4.4	5.4			7.2	8.4
1.5	2.5	3.5	4.5	5.5			7.4	8.5 a-e
1.6	2.6	3.6						
		3.7						

- Minimum number of descriptors** to be selected and demonstrated is 28. This includes the mandatory descriptors.
- Mandatory descriptors** are 6.2, 6.3, 7.1, 7.2, 7.4 and all the descriptors in Standard 8.
- Minimum of **two** descriptors drawn from four of the standards 1-5.
- Testimonial** based on classroom observation is to address **four** descriptors related to the Action Research project from any of the non-mandatory descriptors. Applicants choose the four descriptors.
- Support statement:** one provided by the Head of School and supervisor and signed by the Head of School. The support statement is in addition to other evidence and must support the application.
- The presentation** must address descriptors 7.4, 8.1 and 8.4 and be made to at least one group of colleagues.
- Annotations** must be provided for all descriptors except those included in the testimonial, declaration of authenticity, support statement, project proposal, literature review, description of implementation process, analysis of data and evaluation of project.
- If evidence is provided for the following descriptors it must have been **designed and implemented by the teacher:** 1.1, 1.2, 1.5, 2.2, 2.4, 2.5 and 3.1.
- If **changes** were made at any phase of the project the teacher must record the changes and provide reasons for the changes in the description of the implementation process.
- In the **conclusion** teachers are to explain what, if any, changes they will make to their future practice based on what has been learnt from conducting the action research project.

## ANNOTATING EVIDENCE

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To 'annotate' is to write explanatory notes about how the item of evidence demonstrates the Experienced Teacher descriptor.

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### General information

- All items of evidence **except the testimonial, declaration of authenticity, support statement, project proposal, literature review, the description of implementation process, analysis of data and evaluation of the project** must be annotated.
- All claims made in annotations must be **supported by evidence**.
- Annotations are **not** evidence and will not be accepted as evidence. **Evidence included in annotations will not be assessed**.
- Evaluations, notes about students, annotated bibliographies etc. must be included with the evidence, **not** as part of the annotations.
- The annotations must be generated individually by the teacher applying for accreditation.

### Organisation of annotations

- Annotations must include a clear and precise explanation of how the item or part of the item demonstrates the teacher has met the descriptor.
- Each descriptor must have its own annotation.
- Annotations need to be succinct. A paragraph per descriptor should be sufficient.
- Annotations must not be written on the actual evidence.

### Format of annotations

- At the point in the item where the evidence is located, the number of the descriptor must be specified and an arrow is to be located in the left-hand or right-hand margin to indicate the location of the evidence.
- The number of the descriptor may be inserted digitally as Comments using Microsoft® Word or in text boxes.
- Annotations for videos may be typed or inserted as voice-overs, text before or after a sequence, or as subtitles.

## ADDITIONAL INFORMATION ABOUT THE TYPES OF EVIDENCE

### Teaching programs/courses/units of work and teaching and learning activities

- Teaching programs, courses and units of work must show evidence of currency (e.g. year of implementation) and that they are working documents. Ongoing notes or comments hand-written or digitally recorded on the program or unit of work also indicate that the teacher has used the document.
- Applicants must submit teaching and learning programs, units of work and/or activities they have designed, implemented and evaluated where this is specified i.e. descriptors 1.1, 1.2, 1.5, 2.2, 2.4, 2.5 and 3.1. Applicants who submit as evidence teaching programs or units of work designed by another teacher or in collaboration with one or more teachers for descriptors that specify it must be the applicant's own work will be deemed as not meeting the descriptor/s.
- Teaching programs created by other teachers and sold through commercial suppliers are not acceptable as evidence if the teacher is required to provide evidence of their own work.
- Photocopied material from text books, materials created by other teachers and the Internet must be referenced.

### Testimonial

- Teachers must choose four of the **non-mandatory descriptors** related to the action research project to demonstrate in the classroom. The only evidence for the four descriptors is the **testimonial**.
- **The observations must be of the teacher and students and be related solely to the action research project.**
- Teachers who write testimonials should be very familiar with the descriptors at the level of Experienced Teacher. Descriptions of how a teacher meets the descriptor should include two specific examples of what the observer saw the teacher doing in his or her classroom for each descriptor. All comments need to specifically address the descriptor and be related to the implementation of the project in the classroom. If the testimonial does not describe **at least two specific actions observed in a teacher's classroom**, the descriptor will be deemed **not met**. In this case the testimonial writer will be requested to send more details as to how the teacher demonstrated the descriptor.
- Quoting Experienced Teacher descriptors as specific examples is not acceptable as evidence.
- If the descriptors included in the testimonial are not demonstrated, teachers will have to submit another testimonial signed by the principal for those descriptors, by **Friday 7<sup>th</sup> December 2018**.
- Applicants are not to write their own testimonial. If a testimonial is identified by the assessment panel as being written by an applicant, it will not be assessed. The principal will be requested to provide a signed testimonial written by the observer.
- **One testimonial is to be included. This is to be completed by only one person.**
- The testimonial template, advice for testimonial writers and an example are available on the Experienced Teacher section of the AIS website.

## Professional development

- Providing a brochure or invoice for a professional development session is not satisfactory evidence for demonstrating attendance.
- If records and certificates of attendance at professional development sessions are included as evidence of attendance, they must include the teacher's name, date of attendance and name of organisation that provided the professional development.

## Other types of evidence

- Student work samples, evaluations and self-reflection sheets included as evidence are to be completed by the students. In these instances, blank templates are not acceptable evidence.
- Copies of articles from the web, journals and notes distributed by presenters, academics etc. **must not** be included as evidence.
- If submitting **video material**, it is to be edited to no more than 5 minutes and it must be accompanied by an annotation.

## HOW MUCH EVIDENCE

1. Different parts of a program or unit of work, such as lesson plans, lesson sequences, teaching and learning activities, assessment items or reflections and evaluations, can be used as separate items of evidence. If parts of a program or unit of work are submitted together they will be counted as one item of evidence.
2. For each descriptor, teachers must submit **at least one** type of evidence. Where the type of evidence includes a number of parts, all parts must be submitted for the teacher to fully demonstrate the descriptor.
3. When one item of evidence is used to demonstrate a number of descriptors, the teacher must make sure that:
  - i. any one item does not demonstrate **more than five** descriptors
  - ii. the item contains sufficient comprehensive evidence for each descriptor being demonstrated
  - iii. the location of each descriptor is precisely identified in the item
  - iv. each descriptor is individually annotated
4. Some descriptors include the word "range", for example a broad range of strategies. Some descriptors include the word "variety". In the context of this support document, **range and variety mean three examples**.

## FORMAT

1. If material that is submitted contains items that were originally hand written, the handwriting must be legible. Photocopied and scanned materials must be able to be read clearly.
2. All students' and parents' surnames must be removed from items such as work samples, record sheets, reports, e-mails and letters. Alternatively you may refer to Student X or Parent A consistently throughout the item.
3. The support statements, testimonial and declaration of authenticity must be completed on the proformas provided. These documents do not need to be annotated.

## GLOSSARY

A glossary containing definitions of terms used throughout the Support Brochure is in Appendix C, which can be downloaded from the Digital Portfolio section of the website.

<https://www.aisnsw.edu.au/Services/TeacherAccred/ISTAA/ET%20Pilot%20Project/Pages/Digital-Portfolio.aspx>

## DOCUMENTS OTHER THAN EVIDENCE TO INCLUDE IN YOUR SUBMISSION

1. **Declaration of Authenticity:** Must be signed by the applicant and Head of School.
2. **Testimonial:** Based on direct observation of the applicant's teaching. Completed by the Head of School or head's nominee. Must be signed by the Head of School.
3. **Support statement:**  
One written by the Head of School or his or her nominee and the supervisor. The support statement is to be signed by the Head of School.

The templates for these documents are available on the Digital Portfolio page of the Experienced Teacher Action Research section of the AIS website.

### Analysis of data and conclusions

1. When conducting an Action Research pathway the intended outcome is not always realised. If a project outcome is not achieved then for the purpose of accreditation the project can be considered successful if the accreditation requirements have been fulfilled.
2. If changes were made at any phase of the project the teacher must record the changes and provide reasons for the changes in the *Description of implementation* section of the project.
3. In the conclusion teachers are to explain what if any changes they will make to their future practice based on what has been learnt from conducting the Action Research pathway.



## 11. Appendices

Appendix A	Professional Teaching Standards	Professional Teaching Standards for Experienced Teacher.
Appendix B	Advice for writing the testimonial and sample testimonial	Information about what is required for the testimonial. Includes an example.
Appendix C	Glossary	Glossary of relevant words.
Appendix D	Reading list for action research	Reading list containing required, recommended and additional reading.
Appendix E	Literature review	Information and template for the literature review.

## 12. Templates

Declaration of Authenticity	To be signed by the applicant and Head of School as testament to the authenticity of the teacher's submission of <u>evidence</u> .
Testimonial	This information may be provided by the head or his/her nominee, but it must be signed by the Head of School.
Head of School and supervisor support statement	<i>Optional</i> comments may be provided by the head or the head's nominee for the descriptors addressed in the project. The statement must be signed by the Head of School.
Project proposal	Template to complete for the project proposal
Withdrawal and transfer to standard-based pathway	Form for applicants to use if they wish to withdraw from the ET Action Research pathway or transfer to the standards-based pathway