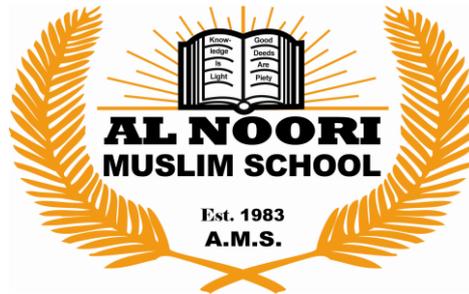


AL NOORI MUSLIM SCHOOL



Teacher Accreditation

Policy & Documents

Year 2018

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1 Introduction

1.1 Policy Aim

The aim of this policy is to inform teachers of the accreditation procedures at Al Noori Muslim School Ltd and provide details for, but not limited to, each of the areas noted below:

- *Who* is responsible (title/position of person) for different stages of accreditation assessment
- *What* will happen during the accreditation process
- *When* stages of accreditation process will occur (e.g. a date or an event that will trigger the procedure)
- *How* the process is undertaken/documented/communicated
- *How* records are kept, by whom and how they may be accessed.

1.2 Definitions

Teacher refers to anyone who starts or returns to working as a teacher in NSW and who must be accredited with the NSW Education Standards Authority (NESA). Accreditation means that a teacher has met the Australian Professional Standards for Teachers at one of the 4 career stages. Achieving at the various accreditation levels allows teachers to progress professionally, access support and be recognised for their skills.

Accreditation is not currently necessary for teachers who have worked in NSW before 1 October 2004 and have not had a break from teaching of more than 5 years.

Accreditation means that a teacher has met the Australian Professional Standards for Teachers ('the professional teaching standards') at one of the key stages of Graduate, Proficient Teacher, Highly Accomplished and Lead Teacher.

Al Noori Muslim School Ltd is the legal entity of the school-based TAA and will be referred to as Al Noori Muslim School throughout the rest of the document.

1.3 Accreditation Assessment

Al Noori Muslim School Ltd assesses teachers for accreditation purposes in order to inform the teacher accreditation decision to be made by the Al Noori Muslim School Ltd under the *Teacher Accreditation Act 2004*. Assessment practices are consistent with the authority of the Al Noori Muslim School Ltd under Part 4 of the *Teacher Accreditation Act 2004* and all relevant rules and teacher accreditation policies published by the NSW Education Standards Authority (NESA), including the requirement that policies and procedures are fairly and consistently applied.

Assessment as part of the Al Noori Muslim School Ltd's accreditation process is specifically for the purpose of assessing teachers in order to make an informed decision to accredit, or not, a teacher at Proficient Teacher level. The assessment process for this purpose is a discrete element of/separate from the performance appraisal made by the school or other assessments made by another organisation for other purposes.

1.3.1 Assessment Procedures

Accreditation assessment procedures will cover each of the following areas (stating *who, what, when* and *how*):

- Assessment processes that include:
 - processes for evidence based and procedurally fair assessment
 - identification of the roles and responsibilities of persons who assess teachers for the purpose of Al Noori Muslim School's accreditation process
 - identification of Al Noori Muslim School's expectations of the role and responsibilities of teachers being assessed for accreditation purposes
 - an overview of Al Noori Muslim School's accreditation timeline identifying key stages of the process within the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level
 - Provisionally and conditionally accredited teachers should teach for at least 160-180 days to enable the Authorised Delegate and/or the Accreditation Coordinator to make a valid and reliable accreditation recommendation at Proficient Teacher level. The *Teacher Accreditation Act 2004* sets a maximum period of time for a full-time teacher to achieve accreditation at Proficient Teacher, as follows:
 - full-time (FT) teachers who are provisionally accredited - three years
 - conditionally accredited full-time teachers - four years.
 - Maximum time for casual and part-time (PT) employees:
 - for casual and part-time teachers - five years
 - for conditionally accredited teachers employed casually or part-time - six years.
 - the Al Noori Muslim School's process for assessing whether teachers have met the professional teaching standards
 - the Al Noori Muslim School's process for providing feedback, mentoring and support to teachers, at regular intervals during the accreditation process, as relevant
 - the evidence to be collected by the Accreditation Coordinator and the teacher
 - early identification of and notification to teachers 'at risk' of not being accredited within the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level
 - monitoring the progress of each teacher in each of Al Noori Muslim School's key stages of the accreditation process and, as each new key stage is commenced, providing specific information about the process for that stage including the names of supervisors and dates for the accreditation process to be implemented during the stage
 - maintaining records of the supervision and assessment of each teacher seeking accreditation.

1.4 Teacher Accreditation Achievement Levels

NSW Education Standards Authority (NESA) supports the training of quality teachers by accrediting teaching degrees. NESA also provisionally or conditionally accredits teachers by assessing the qualifications of any teacher who is seeking to be employed as a teacher in NSW.

1.4.1 Provisional Accreditation

Provisional Accreditation refers to teachers who hold a recognised teaching qualification, or hold a subject content degree and a teaching qualification. Provisionally accredited teachers have a maximum of 3 years to meet the Standards at Professional Competence (NESA).

1.4.2 Conditional Accreditation

Conditional Accreditation applies to teachers in the final year of a course, or who hold a subject degree, but have yet to obtain, or are in the process of obtaining education qualifications. Conditionally accredited teachers have a maximum of 4 years to meet the Standards at Professional Competence (NESA).

1.4.3 Proficient Teacher Accreditation

Once teachers have achieved Provisional or Conditional Accreditation, they must work towards mandatory Proficient Teacher level. Achieving this level supports teachers who are new to the classroom or returning after being away for 5 years or more. By working towards Proficient Teacher level, teachers get the opportunity to think constructively about their teaching, apply their analytical skills and strengthen their own performance.

Once a teacher has achieved Proficient Teacher Accreditation, they must maintain this status to continue working as a teacher in NSW. This involves participating in high-quality professional development (PD) that helps them continuously improve and maintain their teaching practice. They must complete the maintenance requirements over 5 years (if employed full-time) or 7 years (if employed part-time).

1.4.4 Highly Accomplished and/or Lead Teacher Accreditation

Highly Accomplished Teacher accreditation recognises highly-skilled teachers who routinely work to improve their practice and are knowledgeable and active members of their school. Applicants typically have taken on roles that guide or advise others and regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

Lead Teacher accreditation recognises exemplary teachers who have demonstrated consistent practice and are well-respected by colleagues, parents/carers and the community. Applicants typically represent the school and the teaching profession in the community and are known for initiating and leading activities that focus on improving educational opportunities for students and for inspiring colleagues to improve their own professional practice. (NESA)

Accreditation at these levels is voluntary.

2 The Accreditation Timeframe

| Key Stage | Actions | Maximum time | Recommended time |
|--------------------------|--|--|--|
| Pre-accreditation | <p>TAA determines each year which teachers are undertaking formal accreditation and which TAA/school personnel will be involved.</p> <p>Determine date for orientation presentation.</p> <p>Contact teachers and inform them of materials required at orientation.</p> <p>Allocation of supervisor(s) to teacher(s).</p> | 1 term | 4 weeks |
| Accreditation | <p>Provision of orientation program/materials</p> <p>Teachers take actions to meet Proficient Teacher Standards</p> <p>Supervision and monitoring of teachers by supervisors</p> <p>Lesson observations</p> <p>Selection and annotation of evidence by teacher(s)</p> <p>Submission of annotated evidence to TAA</p> <p>Teachers to undertake professional development</p> <p>TAA monitors progress of each teacher and notifies those at risk of not meeting requirements by the end of each term of the areas of concern</p> | <p>FT</p> <p>Provisionally accredited – 3 yrs</p> <p>FT</p> <p>Conditionally accredited – 4 yrs</p> <p>PT and Casual provisionally accredited – 5 yrs</p> <p>PT and Casual conditionally accredited – 6 yrs.</p> | 12-18 months from commencement of formal accreditation process |
| Decision-making | <p>Accreditation Report prepared by TAA and signed by all parties</p> <p>Selection of annotated evidence to accompany Accreditation Report</p> <p>Notification of accreditation to the NESAs</p> | On or before the expiry of maximum time period for each teacher | 3 months after completing the accreditation stage and at least 3 months prior to the expiry of each teacher's maximum time period. |
| Accreditation | Issue accreditation Certificate | Within 2 weeks of being issued by the NESAs | |
| Maintenance | <p>Teachers to undertake professional development</p> <p>TAA monitors professional development of teachers (QTC endorsed and teacher identified)</p> <p>Monitor payment of accreditation fees</p> <p>Monitor currency of WWCC</p> <p>Writing of Maintenance of Accreditation Report, signed by authorised delegate</p> <p>Upload Maintenance of Accreditation Report to the NESAs</p> | <p>FT teacher – 5 yrs</p> <p>PT teacher – 7 yrs</p> | 3 months prior to expiry of each teacher's accreditation maintenance period. |

3 Roles and Responsibilities

3.1 The TAA

The Board of Studies approved TAA will have in place and implement policies and procedures for assessing teachers seeking accreditation including the assessment processes stated in section 1.3.1 of this document which are consistent with the authority of the TAA under Part 4 of the TA Act and all relevant rules published by the NSW Education Standards Authority (NESA) and include:

- processes for evidence based and procedurally fair assessment
- identification of the roles and responsibilities of persons who assess teachers for the purpose of the TAA's accreditation process
- identification of the TAA's expectations of the role and responsibilities of teachers being assessed for accreditation purposes
- an overview of the TAA's accreditation timeline identifying key stages of the process within the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level
- the TAA's process for assessing whether teachers have met the professional teaching standards as seen in this policy
- the TAA's process for providing feedback, mentoring and support to teachers, at regular intervals during the accreditation process, and as relevant
- the evidence to be collected by the TAA and the teacher
- early identification of and notification to teachers 'at risk' of not being accredited within the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level

3.2 The Teacher

The teacher undergoing the formal accreditation at proficient level process must:

- Provide the approval to teach and their NESA number upon employment.
- Pay the annual fee to NESA; failure to pay fees can lead to termination of employment.
- Manage individual development and progress of accreditation.
- Analyse and document own progress towards the standards/ standard descriptors.
- Meet all the professional teaching standards/ standard descriptors.
- Demonstrate the knowledge, skills and abilities which underpin each standard.
- Collaborate with school mentors and supervisors during the process of accreditation.
- Create a productive and positive learning environment.
- Attend all meetings and professional development sessions.
- Collect evidence which represents the fulfilment of as many standard/standard descriptors at proficient level as possible
- Annotate and link evidence to the standard/standard descriptors.
- Communicate regularly and effectively with their colleagues to discuss classroom practice and teaching & learning programs.
- Be involved in committees and projects beyond the classroom.
- Post accreditation- Maintain accreditation by logging and entering the professional development hours.

3.3 The Accreditation Coordinator/Supervising Teacher

In most cases, an Accreditation Coordinator will be the Assistant Principal (Primary) or Head Teacher Accreditation or Faculty (Secondary) unless otherwise stated by the Principal.

The Accreditation Coordinator will:

- Organise an orientation meeting with teachers outlining policies and procedures.
- Will provide policies and relevant accreditation documentation to teachers during the orientation meeting
- Assist and support the teacher through the accreditation process.
- Provide transparent, constructive and supportive feedback through the teacher's accreditation process
- Provide formal and informal feedback about the teacher's progress and development.
- Complete lesson appraisals and provide feedback in a timely manner.
- Make accreditation recommendations via the teacher's Accreditation at Proficient Level report and submit to the school principal

3.4 The Teacher Accreditation Authority (TAA)

In line with the NSW Education Standards Authority (NESA) Guidelines for the Regulation of Teacher Accreditation Authorities for Non-Government Schools the TAA will be a corporation or an approved legal entity. Al Noori Muslim School Ltd is a not-for-profit legal entity that will be the Teacher Accreditation Authority (TAA) of this school.

The TAA will appoint an 'authorised delegate' who will be responsible for making decisions and exercising the functions of the TAA. The authorised delegate at Al Noori Muslim School is the school principal.

The Authorised Delegate will appoint an accreditation coordinator who will be responsible for making recommendations in regards to teacher accreditation, including but not limited to:

- Recording the accreditation status of all teachers.
- Organising an induction meeting with new teachers within the first three months of their employment at the school
- Overseeing the implementation of the accreditation process within the school.
- Managing the supervision and support of teachers undergoing the accreditation process.
- Allocating supervising teachers for teachers undergoing the accreditation process.
- Making recommendations regarding accreditation.
- Finalising and submitting the accreditation report and evidence.
- Maintaining a record of accreditation processes
- Advising the Authorised Delegate any risk of a teacher's accreditation being revoked or not approved.
- Organising and maintaining all documentation relevant to accreditation for the purpose of NESA inspections

3.5 The NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA), oversees the system of accreditation and recognition of teachers' professional capacity against:

- The Australian Professional Standards for Teachers

NSW EDUCATION STANDARDS AUTHORITY (NESA) advises and assists TAAs and their delegated authorities to accredit teachers as well as monitor the accreditation process across all schools. NSW EDUCATION STANDARDS AUTHORITY (NESA) processes support the consistent and fair application of the framework of the Australian Professional Standards for Teachers.

NSW EDUCATION STANDARDS AUTHORITY (NESA) manages and supports the use of external assessors in the accreditation process. It provides briefing sessions for these assessors to support their capacity to make consistent judgements and monitors the application of the external assessor judgements across the state by providing reports to TAAs.

4 Casual and Part-Time Teachers

The accreditation process is applicable to all casual and part-time teachers; these teachers have an extended timeframe in which they too need to demonstrate Professional Competence/Proficient Teacher by meeting all the standards/ standard descriptors.

Causal and part time teachers may present evidence from a range of schools in order to demonstrate the fulfilment of requirements.

5 Maintenance of Teacher Accreditation at Proficient Level

The Al Noori Muslim School makes and applies fair and consistent decisions regarding the maintenance of teacher accreditation at proficient Teacher level, having regard to the authority of the Al Noori Muslim School under the *Teacher Accreditation Act 2004* and all relevant rules and teacher accreditation policies published by the NSW Education Standards Authority (NESA).

This policy and the relevant procedures for reporting and decision making are specific to Al Noori Muslim School's authority under the *Teacher Accreditation Act 2004* for making maintenance decisions. These policies and procedures for assessing, reporting and decision making in relation to the maintenance of teacher accreditation are a discrete element of/separate from any process implemented by an employer or another organisation for any other purpose.

If the Al Noori Muslim School decides that a teacher is not meeting the professional teaching standards at Proficient Teacher level and/or other NESA rules for maintaining accreditation at that level, the Al Noori Muslim School will suspend or revoke the teacher's accreditation in line with requirements of Section 4.4 of the NSW Education Standards Authority (NESA) *TAA Guidelines*.

5.1 Procedures

Al Noori Muslim School will:

- assess whether teachers accredited at the Proficient Teacher level continue to meet the professional teaching standards of the *Teacher Accreditation Act 2004* and all relevant rules as published by the NSW Education Standards Authority (NESA), including those relating to professional development. For maintenance of accreditation at Proficient Teacher level, teachers need to complete at least 100 hours of professional development over a set 5 year period for full time teachers and 7 years for part-time or casual teachers. These 100 hours may include:
 - at least 50 hours of QTC registered professional development
 - 50 hours of Teacher Identified or QTC Registered professional development. This covers formal and informal training, courses, workshops, seminars and activities either in or outside of school hours.

The following activities may also count as Teacher Identified professional development:

- reflecting on teaching practice
- planning professional learning
- observing a colleague's lesson
- attending an interesting talk or seminar, for example at a Museum or Art Gallery
- further TAFE, undergraduate or postgraduate study (the latter two may fulfil all requirements relating to hours, and will depend on applications being accepted by the NESA).

The 100 hours of professional development must also meet particular Standard Descriptors for Proficient Teacher from the Australian Professional Standards for Teachers. These include all descriptors in Standard 6 plus at least one descriptor from Standards 1, 2, 3, 4, 5 and 7. Descriptors achieved can be from the Proficient, Highly Accomplished and/or the Lead Teacher levels.

- make decisions in relation to the maintenance of teacher accreditation at Proficient Teacher level including:
 - an overview of the key stages of the TAA's assessment process across each maintenance period as required by NESAs
 - meeting requirements for continuing professional development
 - maintaining the Standards at Proficient Teacher level
 - payment of annual fee
 - ensuring a current Working With Children Check Clearance
 - identification of the respective roles and responsibilities of the TAA and the teacher for maintaining accreditation at Proficient Teacher level

- meet the NSW Education Standards Authority requirements regarding the teacher developed report and professional development whereby, and in accordance with, The NSW Education Standards Authority (NESA) [Policy for the Maintenance of Accreditation at Proficient Teacher](#), the teacher prepares the Maintenance of Accreditation at Proficient Teacher Report based on his or her knowledge, practice and engagement before the end of the five year period. The report will allow the teacher to evaluate his or her capacity to maintain their accreditation against the Australian Professional Standards for Teachers at the Proficient Teacher level. The report is written against the Standards of the Australian Professional Standards. The report Proforma is available on the NSW Education Standards Authority (NESA) Teacher Accreditation website at www.nswteachers.nsw.edu.au. The teacher also prints out and attaches the Professional Development Progress Report showing that they have completed their continuing professional development requirements. The report is to be signed by the teacher and submitted to the teacher accreditation authority or delegate three (3) months before the end of each maintenance period.

- ensure the authorised delegate reviewing the teacher developed report and submitting the report to the NESA is completed 3 months prior to the end of the teacher's maintenance period

- identify all grounds for which the TAA may consider suspension or revocation of a teacher's accreditation in accordance with the relevant provisions of the TA Act (in line with Section 11 of this document)

- formally give notice of the TAA's decision with regard to continuing teacher accreditation

- submit the report and decision to the NSW Education Standards Authority (NESA) within the timeline required by the *Teacher Accreditation Act 2004* for maintaining accreditation at Proficient Teacher level for each teacher

- address any feedback received from the NSW Education Standards Authority (NESA) in relation to the fairness and consistency of the TAA's reporting and decision making

- provide a procedurally fair process, if the TAA intends to make a decision to suspend or revoke a teacher's accreditation in accordance with this policy document

5.2 Roles and Responsibilities

5.2.1 Role of teachers

- Teachers accredited at Proficient Teacher level are required to maintain their accreditation at that level by ongoing self-evaluation against the Standards and by completing the continuing professional development requirements. The teacher monitors his or her maintenance against the Standards across each five year period. Progress against the Standards will be recorded through the Maintenance of Accreditation at Proficient Teacher Report and their Professional Development Log.
- The report is written against the Standards of the Australian Professional Standards. The report proforma is available on the NSW Education Standards Authority (NESA) Teacher Accreditation website at www.nswteachers.nsw.edu.au.
- The teacher also prints out and attaches the Professional Development Progress Report showing that they have completed their continuing professional development requirements. The report is to be signed by the teacher and submitted to the teacher accreditation authority or delegate three (3) months before the end of each maintenance period.

5.2.2 Role of the TAA

- The TAA is authorised to determine if a teacher meets the requirements for maintenance of accreditation at Proficient Teacher. Where appropriate, the principal will discuss the teacher's progress in partnership with the teacher. The feedback will involve the recognition of progress made and any factors beyond the teacher's control which may have affected that progress.
- The TAA or authorised delegate checks that the teacher has met the continuing professional development requirements, by logging into the NSW Education Standards Authority (NESA) online database, or by sighting the Professional Development Progress Report attached by the teacher to their Maintenance of Accreditation at Proficient Teacher Report.
- On the basis of the Maintenance of Accreditation Report and the completion of the continuing professional development requirements, the TAA makes the decision to maintain accreditation.
- The TAA or authorised delegate approves and signs the Maintenance of Accreditation at Proficient Teacher Report.
- The report is kept by the teacher accreditation authority and a copy is given to the teacher.

- In cases where the TAA decides that accreditation has not been maintained, the TAA should commence procedures to suspend and may eventually revoke the accreditation of the teacher at the relevant key stage.
- The original Report is sent to the NSW Education Standards Authority (NESA) before the teacher's maintenance period ends.
- A signed copy should be given to the teacher, and a further signed copy be retained by the TAA.

5.3 Maintenance of Records

The Chairperson maintains current records relating to the authority's reporting and decision-making processes around maintenance of teacher accreditation. Relevant records are kept in the Maintenance of Accreditation Teacher File and may be accessed through the Company Secretary.

The records for each teacher include:

- details of the authority's decision about maintaining the teacher's accreditation
- the name of the authorised delegate who made the maintenance decision
- evidence of communicating the accreditation decision to the teacher
- a copy of the final teacher accreditation maintenance report submitted to the NSW Education Standards Authority (NESA) and evidence of the submission of the report
- records of any feedback from the NSW EDUCATION STANDARDS AUTHORITY (NESA) in relation to the fairness and consistency of the authority's reporting and decision making and how the authority has addressed any areas identified for improvement
- records of teachers accredited at Proficient Teacher level receiving a copy of the authority's policies and procedures specified in sections 4.3 and 4.4 of the TAA Guidelines.

6 Conflict of Interest

The authorised delegate mitigates the risk of conflict of interest and manages any conflicts of interest that may arise in exercising their authority as a delegate of the Al Noori Muslim School.

The authorised delegate will avoid situations in which his or her personal interests or the interests of a relative or close associate may conflict either directly or indirectly with decisions made by the authorised delegate, whether the conflict is actual, perceived or potential.

Such conflicts of interests include but are not limited to related party transactions, and will be disclosed and noted as outlined in Section 6.1 of this document.

A 'related party transaction' includes any transaction through which the authorised delegate, acting on behalf of the Al Noori Muslim School provides a financial or other tangible benefit to a related party (such as themselves, their spouse, other relatives or close associates and other related organisations).

6.1 Procedures

Where the authorised delegates are aware of an actual, perceived or potential conflict of interest (including but not limited to a pecuniary interest or a related party transaction), the authorised delegates bring such matters to the attention of Al Noori Muslim School Limited and mitigates the ensuing risk in a way that is acceptable to the Al Noori Muslim School Limited by absenting themselves from participating in any associated decision-making or advisory role.

The Chairperson of Al Noori Muslim School Ltd maintains a register of the annual declaration by the authorised delegate in relation to any actual, perceived or potential conflict, including related party transactions of the authorised delegate.

The register is located at the *Conflict of Interest Register* with the School Board and is updated annually by the Company Secretary at the first board meeting for the school year and on any occasion that the authorised delegate notifies that they have become aware of any actual, perceived or potential conflict of interest.

The Company Secretary maintains records in the register for a period of seven (7) years before archiving or disposing.

6.2 Maintenance of Records

6.2.1 The TAA's maintenance of records

The Chairperson maintains all Al Noori Muslim School Board records, for the current period of approval, records used to determine the suitability of the authorised delegate to make teacher accreditation decisions on behalf of the TAA including evidence that the authorised delegate:

- is an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school
- has a current Working With Children Check clearance
- has the necessary skills, experience and expertise to accredit teachers fairly and consistently as required by the TA Act

The Chairperson maintains Al Noori Muslim School Board records for the current period of approval, records that document how any conflicts of interest have been managed in accordance with the authority's policies and procedures.

The Chairperson maintains Al Noori Muslim School Board records, for the current period of approval, records that document how any complaints or grievances raised with the authority have been handled, in accordance with the authority's policies and procedures.

6.2.2 The Authorised Delegate's maintenance of records

For each teacher being assessed for the purposes of teacher accreditation, for the current period of the Al Noori Muslim School's approval, the Authorised Delegate and/or the Accreditation Coordinator maintain records in the Teacher Accreditation Folder of implementing the assessment process including:

- evidence of providing, to each teacher, details of the TAA's policy and procedures for assessing the teacher including, as each new key stage is commenced, details of the name(s) of supervisor(s) and specific dates for the accreditation process to be conducted so that the overall process is concluded within the time provisions of the Teacher Accreditation Act 2004
- records of the TAA's assessment of each teacher for accreditation purposes including:
 - date(s) of teacher assessment
 - name of supervisor conducting the assessment
 - nature of the assessment process and the evidence gathered
 - findings of the assessment and any recommended follow up actions
 - formal advice, feedback or reports provided by the TAA to the teacher seeking accreditation
 - any formal notice provided by the TAA to the teacher seeking accreditation that the teacher is 'at risk' of not being accredited at Proficient Teacher level.

7 Complaints and Grievances

Al Noori Muslim School responds in a timely manner to complaints and grievances and implements processes for raising and responding to concerns raised about the Al Noori Muslim School's accreditation process by teachers and other stakeholders in the accreditation process.

7.1 Procedures

Outlined are the processes for Al Noori Muslim School's review of complaints and grievance procedures for raising, managing and responding to matters of concern reported by teachers or other stakeholders in the accreditation process. These processes are governed by the principle of procedural fairness.

7.1.1 Stage 1: Raising the complaint with the supervising teacher involved

- a. Complaints and grievances will initially be settled by discussion between the teacher/stakeholder. In the likelihood that the supervising teacher cannot be approached then the teacher should approach the assistant principal.
- b. The teacher/stakeholder is to notify the supervisor in writing of the nature of the complaint or grievance, requesting a meeting with the supervisor.
- c. The supervisor will discuss the matter with the staff member responsible and other relevant personnel whilst maintaining confidentiality
- d. The supervisor will provide the teacher/stakeholder with a verbal response pertaining to the complaint and grievance.

7.1.2 Stage 2: Deputy Principal

- a. Every prospect is to be explored in settling the complaint at stage 1 prior to having the matter proceed to stage 2. The Deputy Principal will review the process undertaken in stage 1 prior to proceeding.
- b. If the matter is not resolved, then the grievance is to be submitted in writing to the Deputy Principal.
- c. The Deputy Principal will convene a meeting involving the teacher/stakeholder and the supervisor involved to resolve the matter.
- d. The Deputy Principal provides an appropriate outcome or refers the matter to the Principal. The teacher/stakeholder must be provided with a written response as to the outcome presented by the Deputy Principal.

7.1.3 Stage 3: Final Proceeding

If the complaint grievance has not been referred to the Principal, the teacher/stakeholder is to submit written requests that the Principal reviews the matter.

The Principal will further investigate the concerns raised. The teacher/stakeholder will be advised in writing of the findings. The principal will refer the final report to the Chairperson of the Board of Directors.

7.1.4 Stage 4: Chairperson of the Board of Directors

The teacher/stakeholder may follow procedures outlined in stage 3 if still dissatisfied with the final proceedings. The teacher/stakeholder is to lodge a written statement of the complaint and grievance outlining the reason for their dissatisfaction with stages 1, 2 and 3 investigative processes and resolution.

8 Orientation

Al Noori Muslim School provides an orientation to teachers newly employed by the school, including information about Al Noori Muslim School's process and expectations for accrediting teachers.

This orientation is a discrete element separate from any other orientation provided by the employer.

8.1 Procedures

Al Noori Muslim School provides an orientation within three (3) months of a teacher commencing the teacher accreditation process with this Teacher Accreditation Authority.

As part of the orientation, the Accreditation Coordinator provides information covering the following issues to teachers via this policy document, face-to-face sessions, web pages, email and any other relevant means of communication:

- the respective roles and responsibilities of Al Noori Muslim School and the teacher seeking accreditation requirements for accreditation that are consistent with Part 4 of the *Teacher Accreditation Act 2004*, the professional teaching standards and all relevant rules published by the NSW Education Standards Authority (NESA). These are set out in the Teacher Accreditation Policy and Documents available from the Accreditation Coordinator
- an overview of the key stages of Al Noori Muslim School's accreditation process and expected timeframes for each stage to be conducted and concluded in order to make an accreditation decision within the timeframes provided by the *Teacher Accreditation Act 2004* and all relevant rules published by the NSW Education Standards Authority (NESA).
- the reasons for which Al Noori Muslim School will decide to accredit a teacher and the reasons for which Al Noori Muslim School will decide to refuse to accredit a teacher in accordance with the *Teacher Accreditation Act 2004*
- a description of the mentoring and support services available to teachers seeking accreditation, as relevant
- provisions for an internal review of certain decisions
- complaints processes
- a copy of Al Noori Muslim School's policies and procedures specified in 4.2, 4.3 and 4.4 of the *TAA Guidelines*. These include policies and procedures for:
 - the orientation program
 - assessing teachers for accreditation purposes
 - reporting and decision making that is fair and consistent
 - decisions to refuse or failure to accredit at Proficient teacher level
 - maintenance of teacher accreditation at Proficient Teacher level
 - suspension or revocation of accreditation at Proficient Teacher level.

The accreditation coordinator maintains a register of the orientation process in the Teacher Accreditation Orientation Register identifying the following details for each teacher newly employed by the school of the TAA seeking accreditation:

- name of teacher
- date of commencing the teacher accreditation process
- details of completing the TAA's orientation process including (date(s) and person(s) who conducted the orientation)
- a record of each teacher newly employed by a school of the TAA seeking accreditation receiving a copy of the required policies and procedures noted above.

9 Reporting and Decision Making

Al Noori Muslim School prepares teacher accreditation reports and makes accreditation decisions that are fair and consistent, having regard to the professional teaching standards, through processes which comply with the *Teacher Accreditation Act 2004* and all relevant rules published by the NSW Education Standards Authority (NESA).

Through these processes, Al Noori Muslim School informs a teacher of the right to apply for an internal review and the provision, under section 27 of the *Teacher Accreditation Act 2004*, and of the right to apply to the NSW Civil and Administrative Tribunal for an administrative review of the Al Noori Muslim School's refusal or failure to accredit the teacher under Part 4 of the *Teacher Accreditation Act 2004*.

This policy and the relevant procedures for reporting and decision making are specific to the purpose of the Al Noori Muslim School's authority under the *Teacher Accreditation Act 2004* in relation to teacher accreditation at Proficient Teacher level and are a discrete element of/separate from any other reporting or decision made by an employer or another organisation for other purposes.

9.1 Procedures

- a. The Chairperson reviews the procedures of Al Noori Muslim School to ensure that processes for evidence based and procedurally fair decision making are in place and are implemented. This review occurs when complaints and/or grievances are made with specific reference to procedural fairness and decision making. The results of the review will be recorded in the TAA Complaints and Grievances Register kept by the school board.
The review will note whether, in the opinion of the Chairperson, the reporting and decision making practices of Al Noori Muslim School comply with the *Teacher Accreditation Act 2004* and all relevant rules published by the NSW Education Standards Authority (NESA) and that decisions are fair and consistent having regard to the professional teaching standards.
- b. Recommendations made to the Al Noori Muslim School to accredit or refuse to accredit a teacher are made by the Accreditation Coordinator to the authorised delegate, the principal, both of whom are accredited teachers or eligible to be accredited under the *Teacher Accreditation Act 2004* or currently employed as a teacher under the *Teacher Accreditation Act 2004* or are currently employed as a teacher in a non-government school. The school principal is responsible for ensuring the eligibility of teachers making such recommendations and records evidence of eligibility in the individual teacher files prior to any recommendations being officially recorded.

The conditions required to allow the authorised delegate to make a decision to accredit at Proficient Teacher level have regard to the professional teaching standards, the *Teacher Accreditation Act 2004* and the NSW Education Standards Authority (NESA) [Accreditation at Proficient Teacher Policy](#) and include that the teacher:

- meets all the Standard Descriptors at Proficient Teacher level in the Australian Professional Standards for Teachers
- has paid the required fees for accreditation
- has a current Working With Children Check clearance.

When the Al Noori Muslim School intends to accredit a teacher at Proficient Teacher level, the authorised delegate is to ensure that the Accreditation Coordinator will:

- write a draft accreditation report
- in collaboration with the teacher, select evidence that has been annotated to upload to the NSW Education Standards Authority (NESA) with the accreditation report
- provide the draft accreditation report to the teacher and provide the teacher with an opportunity to respond in writing or in person to the authorised delegate
- amend the report if the teacher provides relevant feedback that requires the report to be amended
- notify the teacher in writing of the accreditation decision
- request that the teacher sign and date the final accreditation report
- submit the accreditation report and selected evidence to the NSW EDUCATION STANDARDS AUTHORITY (NESA) within twenty one (21) days of making the accreditation decision
- access the NSW EDUCATION STANDARDS AUTHORITY (NESA) generated certificate of teacher accreditation via online access and issue the accreditation certificate to the teacher.

The authorised delegate addresses any feedback received by the TAA from the NSW EDUCATION STANDARDS AUTHORITY (NESA) in relation to the fairness and consistency of the TAA's reporting and decision making by informing the Accreditation Coordinator of any feedback when such feedback is given, and requesting a response in regards to a follow up.

The Chairperson maintains current records of the reporting and decision making of the Al Noori Muslim School for each teacher seeking accreditation. Relevant records are kept in the TAA Accreditation file and may be accessed through the company secretary.

The records of the final accreditation decision for each teacher include:

- details of the final decision
- the date of the final decision
- name of the authorised delegate who made the final decision
- evidence used to make the final accreditation decision -evidence of communicating the proposed final decision to the teacher through the provision of the draft accreditation report
- evidence of communicating the final decision to the teacher
- issuing the NSW EDUCATION STANDARDS AUTHORITY (NESA) generated certificate of teacher accreditation, as relevant
- a copy of the final teacher accreditation report submitted to the NSW EDUCATION STANDARDS AUTHORITY (NESA) and evidence of the submission of each report within the time frame provided by the Teacher Accreditation Act 2004

- records of any feedback from the NSW EDUCATION STANDARDS AUTHORITY (NESA) in relation to the fairness and consistency of the TAA's reporting and decision making and how the TAA has addressed any areas identified for improvement.

10 Decision to refuse or fail to accredit a teacher at Proficient Teacher Level

In addition to any other related policies relating to fair and consistent decision making in relation to teacher accreditation, the Al Noori Muslim School ensures that its decisions to refuse or fail to accredit a teacher at Proficient Teacher level are fair and consistent, having regard to the professional teaching standards, through processes which comply with the *Teacher Accreditation Act 2004* and all relevant rules published by the NSW EDUCATION STANDARDS AUTHORITY (NESA).

10.1 Procedures

The Accreditation Coordinator provides written notice by letter to a teacher, of Al Noori Muslim School's intention to refuse or failure to accredit a teacher at Proficient Teacher level when such a decision is made identifying the reasons for the intended decision.

The reasons for failure to accredit will relate to failure to meet the requirements for accreditation at Proficient Teacher level, specifically that the teacher must

- meet all the Standard Descriptors at Proficient Teacher level in the Australian Professional Standards for Teachers
- have paid the required fees for accreditation
- have a current Working With Children Check clearance.

The written notice includes a statement that the person concerned may make submissions to the Al Noori Muslim School in relation to the proposed refusal or failure to accredit the teacher within fourteen (14) days after the date of the notice to seek an internal review of the intended decision.

If a teacher seeks an internal review of an intention to refuse or fail to accredit, the teacher must make a written request for an internal review to the Al Noori Muslim School.

Al Noori Muslim School provides an impartial process for conducting an internal review, if requested. The internal review will be conducted by the Deputy Principal, who is a person who is not substantially involved in forming the intention to refuse or fail to accredit the teacher and an accredited teacher or eligible to be accredited under the *Teacher Accreditation Act 2004* or currently employed as a teacher in the school. If there are no available personnel within the Al Noori Muslim School who have not been involved with the accreditation decision, the authorised delegate will seek the services of an outside person to conduct the review.

The processes of the internal review will follow the principles of procedural fairness, including that the internal reviewer will provide to the teacher:

- the allegations related to the specific matter under review and any other information which will be taken into account in considering the matter
- information about the process by which the matter will be considered
- an opportunity to respond to the allegations
- information on how to seek a review of the decision made in response to the allegations.

The Deputy Principal provides written notice by letter to a teacher of the result of the internal review within twenty-one (21) days of the request for a review.

The School Principal provides formal notice by letter to a teacher of the Al Noori Muslim School's final decision within fourteen (14) days. The notice includes information that the teacher has the right under section 27 of the *Teacher Accreditation Act 2004* to apply to the NSW Civil and Administrative Tribunal for an administrative review of the decision to refuse or fail to accredit the teacher

The Chairperson provides written notice by letter of the final decision to the NSW EDUCATION STANDARDS AUTHORITY (NESA) within twenty-one (21) days in accordance with section 22 of the TA Act.

The Chairperson maintains current records relating to the authority's refusal or failure to accredit teachers. Relevant records are kept in the TAA Accreditation at Proficient Level File and may be accessed through the Company Secretary.

The records include:

- written notice to the teacher of the authority's intention to refuse or fail to accredit the teacher at Proficient Teacher level identifying the reasons for the intended decision and including a statement that the teacher may make submissions to the authority to seek an internal review of the intended decision within fourteen (14) days after the date of the notice
- any response from the teacher to the authority's written notice including any written request for an internal review
- if an internal review is requested, records of the internal review including:
 - the name of the reviewer
 - the evidence considered during the internal review
 - the outcome of the review and the reasons for that outcome
 - written notice of the outcome of the internal review to the teacher within twenty-one (21) days identifying the reasons for the decision
 - the action taken by the authority as a result of the outcome of the internal review
 - if the authority has decided to refuse or fail to accredit a teacher under Part 4 of the TA Act, notice to the teacher of the right under section 27 of the *Teacher Accreditation Act 2004* to apply to the NSW Civil and Administrative Tribunal for an administrative review of the authority's decision
 - written notice to the teacher of the authority's final decision following completion of all avenues of appeal
 - if relevant, records in relation to any administrative review by the Tribunal
 - notice to the NSW EDUCATION STANDARDS AUTHORITY (NESA) of the final decision within twenty-one (21) days of making the decision in accordance with section 22 of the TA Act.

11 Decision to suspend and revoke accreditation at Proficient Teacher Level

A person's accreditation under the Teacher Accreditation Act 2004 has effect in relation to any school or Early Childhood Education Centre, but is subject to revocation by the Al Noori Muslim School, under Section 21(2) of the *Teacher Accreditation Act 2004*.

Section 24 of the *Teacher Accreditation Act 2004* provides the grounds for which the Al Noori Muslim School may revoke the accreditation of a teacher.

Section 24A provides the grounds for which Al Noori Muslim School may suspend the accreditation of a person. In line with section 24A of the *Teacher Accreditation Act 2004*, the Al Noori Muslim School reviews the TAA's suspension of a teacher at least every three (3) months.

In considering whether to suspend or revoke a teacher's accreditation, the Al Noori Muslim School will have regard to 24B of the *Teacher Accreditation Act 2004*.

In line with Section 24C of the *Teacher Accreditation Act 2004*, the Al Noori Muslim School may suspend or revoke a teacher's accreditation only after having served the person written notice of its intention to suspend or revoke the accreditation setting out its reasons. The notice will also include a statement that the person concerned may make submissions to the Al Noori Muslim School in relation to the proposed suspension or revocation within fourteen (14) days after the date of the notice.

Under section 27 of the *Teacher Accreditation Act 2004*, a person may apply to the Tribunal for an administrative review of a decision to suspend or revoke a teacher's accreditation by the Al Noori Muslim School.

The Al Noori Muslim School's policies and procedures for the suspension or revocation of teacher accreditation at Proficient Teacher level are specific to that purpose under the *Teacher Accreditation Act 2004* and are consistent with the relevant provisions of the *Teacher Accreditation Act 2004* and all relevant rules and teacher accreditation policies published by the NSW EDUCATION STANDARDS AUTHORITY (NESA).

The Al Noori Muslim School's policies and procedures are fairly and consistently applied and are a discrete element of/separate from any other process implemented by an employer or another organisation.

11.1 Procedures

The grounds on which the Al Noori Muslim School will consider suspending a teacher's accreditation are specified under Section 24A and 24B of the [Teacher Accreditation Act 2004](#) (5th January 2015) and include:

- a) any ground on which the authority may revoke the person's accreditation, or
- b) if disciplinary proceedings against the person are pending in relation to alleged misconduct, or
- c) if proceedings against the person for an offence are pending and, were the person to be found guilty of the offence, the authority would have grounds to revoke the accreditation.

The Chairperson will review the authority's suspension of a person's accreditation at least every 3 months and will remove the suspension in the following circumstances:

- a) if the suspension was imposed because of pending disciplinary proceedings and those proceedings have been finalised with no finding that the person has engaged in misconduct,

- b) if the suspension was imposed because of pending proceedings for an offence and the person has been found not guilty of the offence or the proceedings have been withdrawn or dismissed,
- c) if the suspension was imposed on a ground referred to in subsection (11.1) (b) or (c) (above) and a finding that the person has engaged in misconduct has been made against the person in the relevant disciplinary proceedings, or a finding of guilt has been made against the person in the relevant proceedings for an offence, but the authority has not taken action to revoke the person's accreditation within a reasonable period having regard to the circumstances of the case.

In relation to the criteria for determining revocation or suspension of accreditation on general grounds the Al Noori Muslim School will take account of the following matters (where appropriate) when determining whether to revoke a person's accreditation under Section 24 (of the *Teacher Accreditation Act 2004*) or suspend a person's accreditation under Section 24A or 25 (4):

- a) the nature and seriousness of the conduct concerned,
- b) the frequency of the conduct concerned,
- c) the recency of the conduct concerned,
- d) any other matter that is required to be taken into account by the procedures and guidelines in the professional teaching standards (as referred to in Section 20 (c)).

The grounds on which the Al Noori Muslim School will consider revoking a teacher's accreditation are specified under Section 24 and 24B of the [Teacher Accreditation Act 2004](#) (5th January 2015) and include:

- a) the authority is satisfied that the person is a disqualified person within the meaning of the Child Protection (Working with Children) Act 2012,
- b) the person is found guilty of an offence punishable by imprisonment for 12 months or more,
- c) the person is found guilty of an offence under the *Teacher Accreditation Act 2004*,
- d) the person is found guilty more than once during the period of 5 years immediately before the revocation of any other type of offence that, in the opinion of the authority, involves an act or conduct that is of a nature that would reflect adversely on a teacher's professional standing or integrity or suitability or competence to teach,
- e) the person has:
 - i. been dismissed from employment as a teacher (whether on a permanent, temporary, part-time or casual basis) or has resigned from such employment before being dismissed, or
 - ii. been included in the list of persons maintained by the Secretary under Section 7 (1) (e) of the Teaching Service Act 1980 as a person who is not to be employed in the Teaching Service, because of any misconduct that, in the opinion of the authority, is of a nature that would reflect adversely on a teacher's professional standing or integrity or suitability or competence to teach,
- f) the authority is satisfied that the person has failed to comply with any condition to which the person's accreditation is subject,
- g) the authority is satisfied that the person has failed to comply with any of the requirements of the professional teaching standards that apply to the person.

In order to ensure evidence based and procedurally fair assessments and decisions in relation to suspension and revocation of accreditation, the Al Noori Muslim School will:

- consider the evidence related to Sections 24, 24A or 25 (a-d above)
- consider if the teacher should be given further time and/or support to address the relevant concerns when the teacher has failed to meet the Australian Professional Standards for Teachers and/or criteria that need to be addressed to maintain accreditation
- if appropriate, obtain comment from a third party.

The School Principal assesses this evidence in a manner consistent with the principles of 'procedural fairness' noted in the *Complaints and Grievances* section of this policy and by collaborating with whom, clarifying any responsibilities/rights of TAA staff and/or the individual teacher.

Where the Al Noori Muslim School intends to suspend or revoke accreditation, the School Principal provides written notice to the teacher by letter of that intention.

The written notice will

- identify the reasons for the intended decision
- include a statement that the teacher may make submissions to the Al Noori Muslim School in relation to the proposed suspension or revocation within fourteen (14) days of the date of the notice to seek an internal review of the intended decision.

If a teacher seeks an internal review of an intention to suspend or revoke accreditation, the teacher must make a written request for an internal review to the Al Noori Muslim School.

The Al Noori Muslim School provides an impartial process for conducting an internal review, if requested. The authorised delegate will decide who is to conduct an internal review. This reviewer will be a person who is not substantially involved in forming the intention to suspend or revoke the teacher's accreditation and is an accredited teacher or eligible to be accredited under the *Teacher Accreditation Act 2004* or currently employed as a teacher in the school. If there are no available personnel within the Al Noori Muslim School who have not been involved with the accreditation decision, the authorised delegate will seek the services of an outside person to conduct the review.

The person responsible for undertaking the internal review ensures that the following process is undertaken:

- Upon receiving a written request for an internal review, the reviewer will acknowledge the request in writing
- Principles of procedural fairness are followed
- Collect and consider all appropriate information
- Provide an opportunity for a response from the teacher seeking the internal review
- Make recommendations to the TAA within fourteen (14) days.

The School Principal provides written notice to the teacher by letter within twenty-one (21) days of the result of the internal review.

The Chairperson provides written notice to the teacher by letter within twenty-one (21) days of the final decision of the Al Noori Muslim School and includes notification of the teacher's right to apply to the Tribunal for an administrative review of the TAA's decision to suspend or revoke the teacher's accreditation.

The Chairperson provides written notice of the final decision of the Al Noori Muslim School to the NSW EDUCATION STANDARDS AUTHORITY (NESA) by letter within twenty-one (21) days in accordance with Section 22 of the *Teacher Accreditation Act 2004*.

The Chairperson maintains records of all matters related to the suspension or revocation of a teacher's accreditation in the TAA Accreditation at Proficient Level file which may be accessed through the Company Secretary. The records include:

- written notice to the teacher of the authority's intention to suspend or revoke the teacher's accreditation identifying the reasons and including the statement that the teacher may make submissions to the TAA to seek an internal review in relation to the proposed suspension or revocation within fourteen (14) days after the date of the notice
- any response from the teacher to the authority's written notice including any written request for an internal review
- where relevant, any internal review of the authority's intention to suspend or revoke a teacher's accreditation including:
 - the name of the reviewer
 - the evidence considered during the internal review
 - the outcome of the review and the reasons for that outcome
 - written notice of the outcome of the internal review to the teacher within twenty-one (21) days identifying the reasons for the decision
 - the action taken by the TAA as a result of the outcome of the internal review
- where relevant, records of reviewing a teacher's suspension from accreditation including:
 - evidence of a review at least every three months
 - evidence of the outcome of the review and formal notice of the outcome to the teacher
- if the authority has decided to suspend or revoke a teacher's accreditation under Part 4 of the TA Act, notice to the teacher of the right under section 27 of the TA Act to apply to the Tribunal for an administrative review of the authority's decision
- written notice to the teacher of the authority's final decision following completion of all avenues of appeal.
- if relevant, records in relation to any administrative review by the Tribunal
- notice to the NSW EDUCATION STANDARDS AUTHORITY (NESA) of the final decision within twenty-one (21) days of making the decision in accordance with the Teacher Accreditation Act 2004.

12 Notification of NSW EDUCATION STANDARDS AUTHORITY (NESA) in specified circumstances and timeframes

The Al Noori Muslim School notifies the NSW EDUCATION STANDARDS AUTHORITY (NESA) of specified circumstances within the timeframes specified by the NSW EDUCATION STANDARDS AUTHORITY (NESA).

12.1 Procedures

The Chairperson notifies the Professional Standards Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of a decision by the Al Noori Muslim School to accredit or refuse to accredit a teacher at Proficient Teacher level in accordance with Part 4 of the TA Act and all rules and policies published by the NSW EDUCATION STANDARDS AUTHORITY (NESA) through submission of the teacher accreditation report via the *NSW EDUCATION STANDARDS AUTHORITY (NESA) [Teacher Accreditation Portal](#)* within twenty-one (21) days of making the decision.

The Chairperson notifies the Teacher Accreditation Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of a decision by the Al Noori Muslim School to suspend the accreditation of a teacher at Proficient Teacher level by written notification via a letter to the Director, Teacher Accreditation, within twenty-one (21) days of making the decision.

The Chairperson notifies the Teacher Accreditation Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of a decision by the Al Noori Muslim School to revoke the accreditation of a teacher at Proficient Teacher level by written notification via letter to the Director, Teacher Accreditation, within twenty-one (21) days of making the decision.

The Chairperson notifies the School Registration and Accreditation Standards Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of a change of name of the Al Noori Muslim School via the relevant TAA notification form on the *NSW EDUCATION STANDARDS AUTHORITY (NESA) [RANGS website](#)* within twenty-one (21) days in advance of making the change.

The Chairperson notifies the School Registration and Accreditation Standards Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of a change to the authorised delegate of the Al Noori Muslim School by submitting the relevant notification form via *NSW EDUCATION STANDARDS AUTHORITY (NESA) [RANGS website](#)* within seven (7) days of making the change.

The Chairperson notifies the School Registration and Accreditation Standards Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of a change to the school(s) or ECEC(s) for which the Al Noori Muslim School makes teacher accreditation decisions by submitting the relevant notification form via the *NSW EDUCATION STANDARDS AUTHORITY (NESA) [RANGS website](#)* within twenty-one (21) days of making the change.

The Chairperson notifies the School Registration and Accreditation Standards Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of a decision to cease operating as a Teacher Accreditation Authority, by submitting the relevant notification form via the *NSW EDUCATION STANDARDS AUTHORITY (NESA) [RANGS website](#)* within seven (7) days of ceasing to operate.

The Chairperson notifies the Teacher Accreditation Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) if Al Noori Muslim School becomes aware that an accredited teacher ceases to hold a

working with children check clearance under the *Child Protection (Working with Children) Act 2012*, by submitting a RANGS online TAA notification form to the Director, Teacher Accreditation, as soon as possible but no more than five (5) days of becoming aware that the clearance has ceased.

The Chairperson notifies the School Registration and Accreditation Standards Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) if a decision made by the Al Noori Muslim School in relation to teacher accreditation is the subject of an administrative review by the Tribunal, by submission of the TAA notification form on RANGS Online, within seven (7) days of being notified that the matter is the subject of a review.

The Chairperson notifies the School Registration and Accreditation Standards Directorate of the NSW EDUCATION STANDARDS AUTHORITY (NESA) of the outcome of any review by the Tribunal by submission of the TAA notification form on RANGS Online, within twenty-one (21) days of being notified of the outcome.

The Chairperson maintains records of all notifications made to the NSW EDUCATION STANDARDS AUTHORITY (NESA) in the TAA Accreditation at Proficient Level file which may be accessed through the Company Secretary.

12.2 Summary of TAA notifications to the NSW EDUCATION STANDARDS AUTHORITY (NESA)

| Circumstance requiring notification | Timeframe | NSW EDUCATION STANDARDS AUTHORITY (NESA) Directorate to be notified | Method for making notification |
|---|--|---|--|
| A decision by the TAA to accredit or refuse to accredit a teacher at Proficient Teacher level in accordance with Part 4 of the TA Act and all rules and policies published by the NSW EDUCATION STANDARDS AUTHORITY (NESA) | Within twenty-one (21) days of making the decision | Professional Standards | Initial decision to accredit or refuse to accredit at Proficient Teacher level – through submission of accreditation report (from April 2016, online submission is required via the NSW EDUCATION STANDARDS AUTHORITY (NESA) Teacher Accreditation Portal) Decision confirming maintenance of accreditation – online via the NSW EDUCATION STANDARDS AUTHORITY (NESA) Teacher Accreditation Portal |

| | | | |
|--|---|---|---|
| A decision by the TAA to suspend accreditation of a teacher at Proficient Teacher level | Within twenty-one (21) days of making the decision | Teacher Accreditation | Written notification to the Director, Teacher Accreditation |
| A decision by the TAA to revoke accreditation of a teacher at Proficient Teacher level | Within twenty-one (21) days of making the decision | Teacher Accreditation | Written notification to the Director, Teacher Accreditation |
| A change to the name of the TAA | Within twenty-one (21) days of making the decision | School Registration and Accreditation Standards | RANGS Online – TAA notification form |
| A change to the authorised delegate of the TAA | Within seven (7) days of making the decision | School Registration and Accreditation Standards | RANGS Online – TAA notification form |
| A change to the school(s) or ECEC(s) for which the TAA makes teacher accreditation decisions | Within twenty-one (21) days of making the decision | School Registration and Accreditation Standards | RANGS Online – TAA notification form |
| A decision to cease operating as a TAA | Within seven (7) days of ceasing to operate | School Registration and Accreditation Standards | RANGS Online – TAA notification form |
| If the TAA becomes aware that an accredited teacher ceases to hold a working with children check clearance under the Child Protections (Working with Children) Act 2012 | As soon as possible but no later than five (5) days of becoming aware that the clearance has ceased | Teacher Accreditation | RANGS Online TAA notification form |

| | | | |
|---|---|--|---|
| <p>If a decision made by the TAA in relation to teacher accreditation is the subject of an administrative review by the NSW Civil and Administrative Tribunal</p> | <p>Within seven (7) days of being notified of the outcome</p> | <p>School Registration and Accreditation Standards</p> | <p>RANGS Online – TAA notification form</p> |
|---|---|--|---|

13 Sharing relevant information with the TAA and other accreditation authorities or stakeholders

The Al Noori Muslim School shares relevant information with the employer of the teachers in those schools and/or ECECs for which the Al Noori Muslim School makes teacher accreditation decisions, consistent with the written agreement with those bodies and with relevant legislation and teacher accreditation policies published by the NSW EDUCATION STANDARDS AUTHORITY (NESA).

The Al Noori Muslim School has in place formal processes for communication between staff members of the school and officers of the Teacher Accreditation Authority.

The Al Noori Muslim School may share information in relation to teacher accreditation details with employers with whom there is no written agreement, in accordance with relevant legislation and under the conditions specified in the procedures.

The Al Noori Muslim School may share information in relation to teacher accreditation details with other Teacher Accreditation Authorities in accordance with relevant legislation and under the conditions specified in the procedures.

13.1 Procedures

13.1.1 Sharing information with an employer or another TAA where there is no contract or written agreement

In considering any requests for information about a teacher, from an employer or another Teacher Accreditation Authority with which the Al Noori Muslim School has no formal written agreement, and as

required under Section 4.6 of the NSW EDUCATION STANDARDS AUTHORITY (NESA) TAA Guidelines, the Chairperson is authorised to decide on behalf of the Al Noori Muslim School as to whether or not the information will be shared, in accordance with relevant legislation and based on the following conditions being met:

- the information being requested is relevant to the accreditation of the teacher
- the teacher has been informed of the proposed transfer of information, including which information is to be shared and with whom
- the teacher is provided with an appropriate Privacy Collection Notice which sets out in writing the principles governing the transfer of personal information
- the authorised delegate is satisfied with the evidence that the employer has reasonable grounds for requesting the information

The Chairperson communicates approved information to the requesting employer or Teacher Accreditation Authority by letter within twenty-one (21) days of receipt of the request.

The Chairperson is authorised to request information about a teacher from an employer or another Teacher Accreditation Authority with which there is no formal written agreement relating to the sharing of such information, in accordance with relevant legislation and based on the following conditions being met:

- The information being requested by the Al Noori Muslim School is relevant to the accreditation of the teacher
- the teacher has been informed of the proposed transfer of information, including which information is being requested
- the teacher is provided with an appropriate Privacy Collection Notice which sets out in writing the principles governing the transfer of personal information
- the chairperson is satisfied with the evidence that the employer has reasonable grounds for requesting the information

13.1.2 Keeping records of the sharing of information

The Chairperson keeps a copy of

- all requests for information to be shared with or gathered from employers or other Teacher Accreditation Authorities (with which there is not written agreement) for the purposes of teacher accreditation
- any information that has been shared or gathered for such purposes.

This documentation is kept in the TAA Accreditation at Proficient Level file.

The Chairperson maintains a summary record of any information shared with an employer and/or another Teacher Accreditation Authority as specified in Section 4.6 of the *TAA Guidelines*, entering the relevant information within twenty-one (21) days of the information being shared. Records are accessible through the Company Secretary on the TAA Accreditation at Proficient Level file and note the following details:

- Name of requesting employer/Teacher Accreditation Authority
- Date of request
- Name or teacher about whom the information is requested

- Nature of information
- Date that teacher was notified of the request
- Date that teacher was provided with relevant Privacy Collection Notice
- Date that teacher provided permission to share information
- Indication that all conditions, specified in the procedures, were met to allow sharing of the information
- Position/title of person authorising the sharing or seeking of information
- How and when this information was communicated to the requesting person.

14 Collecting Evidence

14.1 Teachers

Teachers undergoing the accreditation process are to collect a range of evidence to support the accreditation report. The teacher must provide at least one piece of evidence per standard/standard descriptor. The Evidence guide below will assist in this process. Suggested sources include:

14.1.1 Teaching and Learning Programs

| Teaching and Learning Programs and/or Lesson Plans; Analysis and Reflection on Lessons Taught | Relates to standard |
|--|--|
| Annotated excerpts, demonstrating reflection and analysis, which show: | |
| Reference to the teaching and learning cycle and scope and sequence | 3.2.1; 3.2.2; 3.2.3; 3.2.5; 3.2.10 |
| A variety of teaching and learning activities (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives | 1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6; 3.2.3; 3.2.4; 4.2.5 |
| Differentiated tasks to meet the learning needs of individual students | 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5 |
| Activities and content that are appropriate to learning stages | 1.2.1; 2.2.2; 2.2.3; 3.2.4; 4.2.5 |
| Activities that build on prior knowledge/learning of students | 2.2.4 |
| Teaching and learning strategies that take into account student background | 2.2.1; 2.2.5 |
| Application of specific and appropriate literacy strategies | 1.2.1; 1.2.2; 1.2.3; 2.2.6 |
| A range of assessment strategies relevant to the outcomes | 3.2.5; 3.2.10 |
| Evidence of team teaching and collaborative planning; consultation with ESL teacher / Counsellor / Aboriginal Education Assistant etc | 2.2.5; 6.2.4; 6.2.6 |
| Evidence of implementation of mandatory policy documents | 6.2.8 |
| Evaluation of program/lesson plans | 3.2.10; 6.2.1 |

14.1.2 Lesson observation completed by the Accreditation Coordinator

| Lesson Observations | |
|--|---|
| Notes and discussion about lessons observed: | |
| Interaction with students | 4.2.1; 4.2.3; 5.2.1; 5.2.3; 5.2.6 |
| Classroom/Learning environment | 5.2.1; 5.2.2; 5.2.3; 5.2.4; 5.2.6 |
| Routines and behaviour | 5.2.2; 5.2.3; 5.2.4; 5.2.5; 5.2.6 |
| Lesson content and structure | 1.2.1; 1.2.2; 1.2.3; 1.2.4; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 3.2.2; 3.2.4; 3.2.5; 3.2.6; 4.2.1; 4.2.3; 4.2.4; 4.2.5, 5.2.4; 5.2.5; |
| Communication strategies and effectiveness of classroom discussion | 3.2.6; 3.2.7; 4.2.1; 4.2.2; 4.2.3 |
| Effectiveness of group work | 4.2.1; 4.2.4 |
| Management of student behaviour | 2.2.5; 5.2.1; 5.2.2; 5.2.3; 5.2.4 5.2.5; 5.2.6; 5.2.7 |

14.1.3 Other relevant documents

| Team Teaching/Collaborative Planning | |
|---|--|
| Notes from meetings with colleagues, support staff, supervisors | 6.2.4; 6.2.6 |
| Annotated student work samples | |
| Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production for example, homework, group work, an assessment task | 3.2.1; 3.2.2; 3.2.4; 3.2.7; 4.2.1; 6.2.1; 7.2.1 |
| Behaviour Management Documentation | |
| Annotated copy of school behaviour management forms | 5.2.3; 5.2.5 |
| Evidence of implementation of school policies and procedures | 6.2.8 |
| Recording and Reporting Student Progress | |
| Annotated record of feedback given to students; evidence of record-keeping system | 3.2.6; 3.2.7; 3.2.8 |
| Parent/teacher meetings; plan for meeting and annotated record; written communication to parents; annotated record of letters etc sent home | 7.2.1; 7.2.2; 7.2.3; 7.2.6 3.2.9; 7.2.1; 7.2.2; 7.2.6 |
| Accurate record keeping of assessment, attendance and any discipline matters. | 6.2.1; 7.2.5 |
| Meeting Records | |
| Record of meetings with supervisor regarding teaching observed, lesson planning and student achievement. | 3.2.10; 6.2.1; 6.2.2; 6.2.4; 6.2.5 |
| Professional Learning Plan | |
| Professional Learning Plan that contains: | |
| Self analysis and reflection | 6.2.1; 6.2.3 |
| Attendance and participation in professional learning opportunities | 6.2.2; 6.2.3; 6.2.7; 1.2.1 |
| Use of/implementation of professional learning activities | 7.2.4 |

14.2 Lesson Observations and Feedback

Teachers must also demonstrate professional competence/ proficiency through their day to day practice. Supervisors will be required to conduct lesson observations throughout the year. The lesson observation will focus on the following Standards:

| Key Competencies | Indicators |
|--|--|
| Teachers know their students and how they learn (Standard 1) | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate and apply knowledge, respect and understanding of the cultural and religious background factors to meet the learning needs of all students. <input type="checkbox"/> Demonstrate knowledge of the typical stages of students' physical, social and intellectual development as well as an awareness of exceptions to general patterns. <input type="checkbox"/> Demonstrate knowledge of students' different approaches to learning. Demonstrate the capacity to apply effective strategies for teaching students of non-English speaking backgrounds. |
| Teachers know their content and how to teach it (Standard 2) | <ul style="list-style-type: none"> <input type="checkbox"/> Apply and use knowledge of the key learning areas through effective, content-rich, teaching activities relevant to the stage. <input type="checkbox"/> Implement contextually relevant teaching and learning sequences using knowledge of the NSW syllabus documents. <input type="checkbox"/> Demonstrate current knowledge and proficiency in the use of information technology skills, effective use of the internet and pedagogical skills for classroom management. |
| Teachers plan for and implement effective teaching and learning (Standard 3) | <ul style="list-style-type: none"> <input type="checkbox"/> Explain goals, content, concepts and ideas clearly and accurately to students. <input type="checkbox"/> Demonstrate a range of questioning techniques designed to support student learning. <input type="checkbox"/> Listen to students and engage them in classroom discussion. Respond to student discussion to promote learning and encourage other students to contribute. <input type="checkbox"/> Design and facilitate a variety of purposeful group structures that facilitate student engagement to make content meaningful. <input type="checkbox"/> Use a range of teaching strategies and resources including ICT and other technologies to foster interest and support learning. |
| Teachers create and maintain supportive and safe learning environments (Standard 4) | <ul style="list-style-type: none"> <input type="checkbox"/> Establish supportive learning environments by maintaining consistent, fair and equitable interactions with students to establish rapport and lead them to display these same characteristics in their interactions with one another. <input type="checkbox"/> Demonstrate strategies to create a positive environment supporting student effort and learning. <input type="checkbox"/> Provide clear directions for classroom activities and engage students in purposeful learning activities. <input type="checkbox"/> Manage student behaviour through engaging students in purposeful and worthwhile learning activities. <input type="checkbox"/> Handle classroom discipline problems quickly, fairly and respectfully. <input type="checkbox"/> Apply specific requirements to ensure student safety in classrooms. |
| Teachers assess, provide feedback and report on student learning (Standard 5) | <ul style="list-style-type: none"> <input type="checkbox"/> Implement coherent, well-structured lessons and lesson sequences that engage students and enhance student learning outcomes. <input type="checkbox"/> Uses a variety of appropriate resources and materials that engage students and support their learning. <input type="checkbox"/> Provides timely, effective and consistent oral and written feedback to students to encourage them to reflect on and monitor their learning. |

Supervisors will provide both verbal and written feedback, the feedback will be transparent, constructive and supportive. Based on the feedback, the supervisor and teacher will discuss strengths and weaknesses and negotiate goals. Teachers and Supervisors must:

- Discuss a schedule and focus for the lesson observation in advance of the lesson delivery
- Make opportunities for the teacher to spend time in the Supervisor's classroom and/or observe a colleague's lesson
- Negotiate a range of focuses and activity types.
- Discuss feedback openly and constructively.
- Keep written records of the lesson observations and feedback meetings which are signed by both staff members.
- Maintain records of all meetings, observations and activities pertaining to the accreditation of the teacher

15 The Accreditation Decision

15.1 Approval of Teacher Accreditation

The accreditation decision will ultimately be made by the TAA. The TAA's authorised delegate and authorised persons will write the final report (attachment 1), review the evidence and submit this to the TAA for the final decision before submission to NSW EDUCATION STANDARDS AUTHORITY (NESA). A copy is to be given to the teacher and another copy is kept in the teacher's file.

15.2 Refusal or Failure of Teacher Accreditation

In cases where the TAA determines that the teacher has not met the requirements for accreditation, the teacher will be informed by the TAA in accordance with the Guidelines set by NSW EDUCATION STANDARDS AUTHORITY (NESA) and *The Teacher Accreditation Act 2004*

In making a decision to refuse or fail to accredit a teacher at Proficient Teacher level, the following procedures will be enacted, including:

- written notice to a teacher of the TAA's intention to refuse or fail to accredit a teacher at Proficient Teacher level identifying the reasons
- a statement in the written notice that the person concerned may make submissions to the TAA in relation to the proposed refusal or failure to accredit the teacher within fourteen (14) days after the date of the notice to seek an internal review of the TAA's intended decision
- a requirement that, if a teacher seeks an internal review of an intention to refuse or fail to accredit, the teacher must make a written request for an internal review to the TAA
- an impartial process for conducting an internal review, if requested, including that the internal review be conducted by a person who is not substantially involved in forming the intention to refuse or fail to accredit the teacher and that the internal reviewer be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in the school
- written notice of the result of the internal review to the teacher
- formal notice to the teacher of the TAA's final decision
- informing a teacher of the provision under section 27 of the TA Act of the right to apply to the Tribunal for an administrative review of the TAA's decision to refuse or fail to accredit the teacher
- written notice of the final decision to the NSW EDUCATION STANDARDS AUTHORITY (NESA) within twenty-one (21) days in accordance with section 22 of the TA Act

Appendix 1 – Report Template

An interactive PDF version of the NSW EDUCATION STANDARDS AUTHORITY (NESA) Accreditation for Proficient Teacher template can be found online at <http://www.nswteachers.nsw.edu.au/>



FORM

CHECKLIST FOR NSW TEACHERS FINALISING ACCREDITATION FOR PROFICIENT TEACHER

BEFORE SUBMITTING THE ACCREDITATION REPORT AND ANNOTATED EVIDENCE FOR PROFICIENT TEACHER

The teacher and supervisor writing the report should ensure:

- If the teacher was conditionally accredited, a certified copy of the transcript of their completed teacher education qualification is attached.
- The teacher has logged into their online account at nswteachers.nsw.edu.au and checked their current school is recorded in their employment details.
- The teacher has no outstanding accreditation fees. Teachers can check their fee balance and find their Teacher Number by logging into their online account at nswteachers.nsw.edu.au.
- The teacher's correct Teacher Number is on the report.
- The accreditation report is written by the teacher's supervisor, not the teacher presenting for accreditation.
- The teacher's evidence and annotations address the Australian Professional Standards for Teachers described for Proficient Teachers, not those for Graduate Teacher.
- The report has been read and signed by the teacher at Section 1A.
- The report and the teacher's annotated evidence is no more than 35 pages.
- The teacher and school each retain a copy of the report and evidence.
- The report/evidence package is forwarded to the Teacher Accreditation Authority (TAA) for the teacher's school **well before** the teacher's accreditation due date.

The completed report/evidence package should be forwarded to the TAA for the teacher's school, **not** directly to the BOSTES.

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FORM

ACCREDITATION REPORT FOR PROFICIENT TEACHER

* mandatory fields

| | |
|---|---|
| Teacher's full name* | |
| Teacher number* | |
| Date of birth* | |
| Accreditation due date* | |
| Employment* | <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Casual |
| Permanent* | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Name of school* (writing this report) | |
| Suburb/town* | |
| Subject(s)/Stage(s)* (relevant to teacher's attached evidence) | |
| Home address* | |
| Postal address (if different) | |
| Email* | |
| Home phone* | |
| Mobile* | |

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