

**Burren Junction
Public School**

Accreditation Procedures

Update October, 2018

NSW Department of Education

Burren Junction Public School

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Accreditation Procedures, 2018

Accreditation will be completed according to the New South Wales Education Standards Authority (NESA) with the support of the Australian Professional Standards for Teachers (2017).

Teacher Accreditation works on a continuum from Proficient through to Lead.



It is anticipated at Burren Junction Public School that beginning teachers will have achieved the Proficient level within their first two years of teaching.

Accreditation at Highly Accomplished and Lead

Accreditation at the levels of Highly Accomplished and Lead are at each teacher's discretion and level of capability.

Beginning Teachers Support Funding Procedures from 2018

These procedures are to be read in conjunction with the **Beginning Teachers Support Funding Policy**, reference PD20070367.

1. Introduction

Beginning Teacher Support Funding has been made available under the Great Teaching, Inspired Learning reforms. The provision of structured support for eligible teachers is articulated in Great Teaching, Inspired Learning – *a blueprint for action*, specifically action 7.1, and is a key strategy to assist teachers who are entering the profession.

Principals will ensure that the use of the Beginning Teacher Support Funding complies with this policy and used directly to support eligible permanent and temporary beginning teachers.

From the commencement of 2017, Beginning Teacher Support Funding will be available to eligible permanent and temporary teachers.

2. Eligibility

	Permanent Teachers	Temporary Teachers
Eligibility	<p>Eligible permanent teachers are:</p> <ul style="list-style-type: none"> • in their first permanent appointment with the department; • require mandatory accreditation and have not yet achieved accreditation at Proficient Teacher level at the date of entering on duty and; • for first year funding, have not previously received first year funding or; • for second year funding, have not previously received second year funding. 	<p>Eligible temporary teachers:</p> <ul style="list-style-type: none"> • have cumulative past experience with the department of equivalent to or less than two years full-time experience (includes all previous temporary teaching) gained with the department but excludes all casual experience; • are employed under a four term full-time contract that is consecutive within the calendar year and commenced before the end of the Term 1 census week; • require mandatory accreditation, and have not yet achieved accreditation at Proficient Teacher level at the date of entering on duty and; • have not previously received beginning teacher support funding.
Nature of funding support	<p>Beginning Teacher Support Funding is costed as being equivalent to:</p> <ul style="list-style-type: none"> • two hours per week release time for the permanent beginning teacher in their first year • one hour per week release time for an expert teacher to provide practice-based mentoring support in their first year • one hour per week release time in the permanent beginning teacher's second year. 	<p>Beginning Teacher Support Funding is costed as being equivalent to:</p> <ul style="list-style-type: none"> • two hours per week release time for the temporary beginning temporary teacher • one hour per week release time for an expert teacher to provide practice-based mentoring support. <p>Note: Temporary teachers are not eligible for second year funding.</p>
Employment changes and funding	<p>In the event that the permanent beginning teacher moves to a new school during their first or second year of teaching, it is the responsibility of the principal of the original school to transfer any remaining funds to the new school.</p> <p>In the event that the permanent teacher has long-term leave (maternity leave, workers compensation, extended sick leave, and leave without pay), the teacher is eligible to any remaining funding on their return from leave. It is the responsibility of the principal to manage the funds on the teachers return.</p>	<p>In the event that the temporary contract ceases prior to contract completion, all remaining funds will be recouped by Human Resources and further eligibility to funding may be considered on a case by case basis.</p> <p>If prior to engagement completion, an eligible temporary teacher moves to a permanent teaching position, it is the responsibility of the principal of the original school to transfer any remaining funds to the new school.</p>

<p>Distribution of funding</p>	<p>Beginning Teacher Support Funding for permanent teachers will be distributed to schools as soon as possible after the teacher’s entry on duty date.</p> <p>The first year payment is a single payment to be utilised to support the beginning teacher within twelve months of the beginning teacher’s entry on duty date (which may include carrying funds over to the next school year).</p> <p>The second year payment is also a single payment. It will be distributed to schools in the second year of their permanent appointment in either Term 1 or Term 3, depending on when the permanent beginning teacher entered on duty.</p>	<p>Beginning Teacher Support Funding for temporary teachers will be distributed to schools as soon as possible after the teacher’s entry on duty date.</p> <p>The first year payment is a single payment and is to be utilised to support the beginning teacher by the end of term 4.</p>
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Beginning teacher support applies to teachers appointed as classroom teachers only and does not apply to teaching or non-teaching executives or Principals.

This policy does not apply to those teachers who do not require mandatory accreditation, or who have already gained Proficient Teacher accreditation at their date of entering on duty.

Schools, with eligible classroom teachers who meet the criteria for first year funding will receive **one** first year beginning teacher funding payment. If a classroom teacher has previously received first year (permanent/temporary) beginning teacher funding, they are not eligible to receive first year (permanent/temporary) beginning teacher funding again.

Schools, with eligible permanent classroom teachers, who meet the criteria for second year funding will receive **1**-second year beginning teacher funding payment.

3. Conditions of high quality support for beginning teachers

The *Great Teaching, Inspired Learning Blueprint for Action 7.1* describes four conditions that schools should have in place to ensure beginning teachers receive high quality support to enhance their teaching skills.

Principals of schools receiving funds for eligible beginning teachers (see eligibility requirements above) are accountable for their use in accordance with the following four conditions:

1. beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year;

2. beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school;
3. mentoring structures and collaborative practices support beginning teachers within the school or across a cluster of schools, and any teacher mentors have access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback; and
4. beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.

4. Performance and development

A Performance and Development Plan (PDP) is used to record each beginning teacher's annual performance and development. The PDP is aligned with the Australian Professional Standards for Teachers. Beginning teachers take part in performance and development processes and gain a clear idea of their key work related goals and the professional development of their capabilities as a teacher.

The phases of the PDP encompass the various activities teachers are already undertaking in the normal course of their work, rather than create separate and additional processes. For teachers requiring accreditation at Proficient Teacher level, performance and development processes should be implemented in conjunction with the department's *Accreditation at Proficient Teacher Procedures*. Beginning Teacher Support Funding is to be used to facilitate the PDP processes.

5. Use of funding

The Beginning Teacher Support Funding should be used to enhance the professional growth of teachers during their induction period in a variety of ways including:

- **observing other teachers' lessons**
- **enabling other teachers to observe their lessons**
- **engaging in collaborative practices**
- **receiving structured feedback based on observation**
- **evaluating impact of their teaching on student progress and achievement**
- **implementing effective classroom management strategies**
- **engaging in professional discussion and personal reflection**
- **assessing and evaluating student work**
- **planning quality lessons to maximise their impact on learning**
- **compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the Board of Studies, Teaching and Education Standards (BOSTES)**
- **purchasing professional resources that are specifically to support the beginning teacher's development.**

6. Exclusions to funding

This funding must not be used to:

- **provide other forms of release, e.g. sporting teams, cultural activities or performances**
 - **fund graduate studies**
 - **purchase technology such as iPads, iPhones and laptops.**
- 7. Role of the principal**

Principals have the flexibility to design a program of support that is consistent with the conditions of funding and the professional development needs of each teacher. The funds are to be primarily used to provide regular release time for both the beginning teacher and an experienced teacher to provide mentoring support. Principals are accountable for the targeted use of funds to support the individual teacher.

8. Accountability

Principals will monitor the Performance and Development Plan to ensure that the funding for strategies and support is being expended in accordance with the four conditions (see point 3 above).

Principals will account for the expenditure of **Beginning Teacher Support Funding** through the Annual Report and reporting to their Director, Public Schools NSW.

Directors, Public Schools NSW will verify that principals are using the funds against the four conditions (see point 3 above)

Executive Directors, Public Schools NSW will oversee the implementation and reporting of the procedures across the networks of schools.