

NSW Education Standards Authority

Teaching Out-of-Field Summit

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NSW Education Standards Authority

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NESA's relationship with out-of-field teachers & teaching

John Healey initial accreditation, professional learning, additional training/retraining policies & processes

Karen Ingram career-wide teacher accreditation policies & processes

Initial teacher accreditation

What NESA does - policies and processes

Applies national ITE accreditation standards – primary/secondary, secondary subject majors/minors ‘aligned to an approved curriculum’

Applies NSW-specific requirements – including descriptions discipline & pedagogy required for primary/secondary and secondary majors and minors

Assesses all applicants against these NSW subject-specific requirements – including interstate and overseas applicants

Grants accreditation and confirms the teaching areas (majors or minors) on a Statement of Accreditation - as advice to employers, recorded in our CRM database

Initial teacher accreditation

What NESA does not do - policies and processes

Instruct employers/schools on what teachers can or can't teach

Recognise teaching experience in lieu of qualifications – the Department does in several areas

Assess or accredit postgraduate qualifications or additional training/retraining – the Department uses NESA's subject-specific requirements in approving or designing retraining programs

Record the additional teaching 'competencies' teachers gain from additional qualifications – plan to import these from the Department to improve the comprehensiveness of our CRM data

Initial teacher accreditation

Current challenges

The ‘crowded’ ITE curriculum in Australia – supporting both subject specialisation and cross-curricula expectations

Meeting to school/employer demand for the supply of graduates but maintain or increase quality – need for generalists not specialist teachers?

How to formally recognise industry/employment experience in lieu of qualifications – to support current teacher recruitment agendas targeting career-changers

Developing employment-based pathways closely interwoven with ITE – partnerships between ITE providers and schools/employers, reconceptualisation of ITE, OOF?

Working towards Proficient Teacher Accreditation



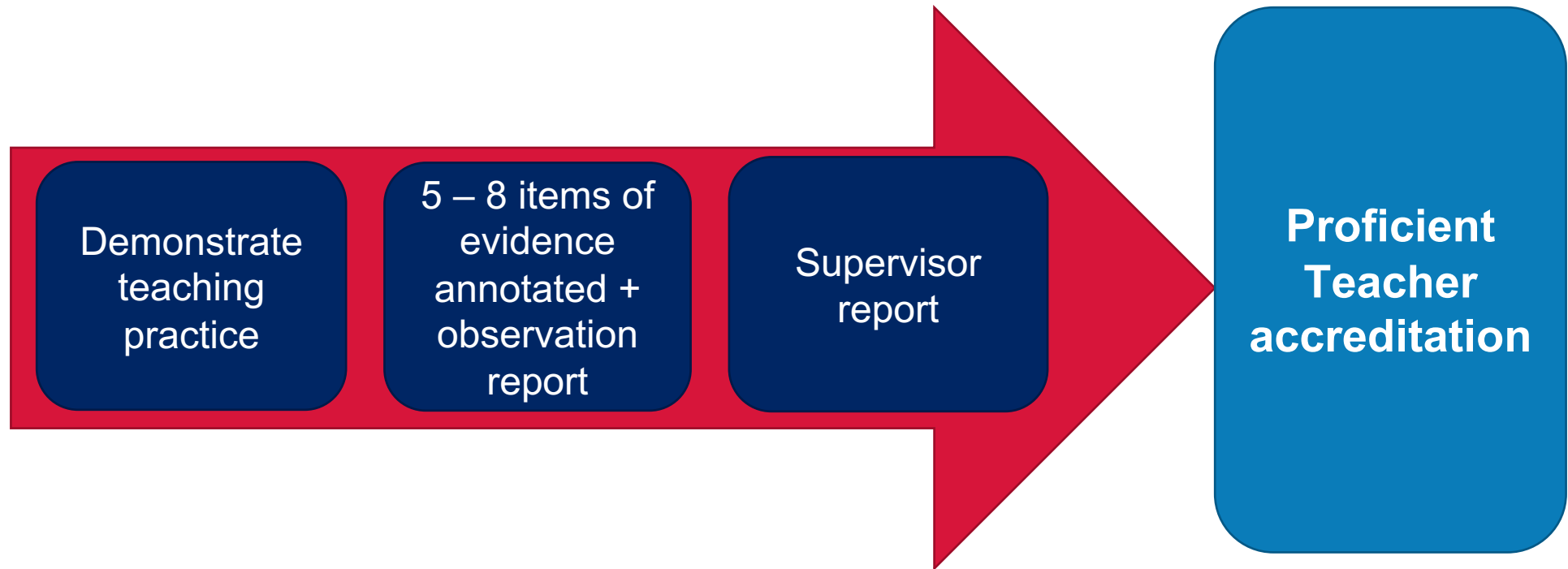
- **Nationally agreed**
- **Quality teaching**
- **For all teachers**

Working towards Proficient Teacher Accreditation

DEVELOPING PRACTICE



Proficient Teacher accreditation



MAINTAINING ACCREDITATION

Proficient Teachers must maintain accreditation by:

Continuing to meet the Proficient Teacher Standards

Completing at least 100 hours of Professional development (PD)

Keeping your WWCC current and paying the annual fee

Proficient Teacher Accreditation

PROFESSIONAL DEVELOPMENT REQUIREMENTS



ACCREDITED PD – PRIORITY AREAS

- Delivery and assessment of NSW Curriculum/Early Years Learning Framework (as applicable)
- Student/child mental health
- Students/children with disability
- Aboriginal education and supporting Aboriginal students/children

Teachers required to do at least 50 hrs of PD across each of these priority areas

