This is a joint initiative of the Australian and the NSW Governments

Smarter Schools National Partnership on Improving Teacher Quality

Highly Accomplished Teachers in NSW Government Schools Guidelines
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1. Background

The Highly Accomplished Teacher position is an initiative of the Smarter Schools National Partnership on Improving Teacher Quality.

The Department will create more than 100 Highly Accomplished Teacher positions during the life of the National Partnership. 50 of these positions will be created in Centres for Excellence under the National Partnership on Improving Teacher Quality and the others may be created in schools which are part of the National Partnership on Low Socioeconomic Status School Communities.

A Highly Accomplished Teacher is a 1.0FTE position in one school with no more than one Highly Accomplished Teacher position in any one school.

Where schools in the National Partnership on Low Socioeconomic Status School Communities wish to create a Highly Accomplished Teacher position, endorsement must be sought according to the agreed process. School plans demonstrating reform strategies, including funding, will be approved by the School Education Director and submitted to the Regional Director for sign off.

This document will assist schools in recruiting, supporting and managing the Highly Accomplished Teacher positions.

2. Role of the Highly Accomplished Teacher

The Highly Accomplished Teacher will be an excellent teacher who models high quality teaching for his/her colleagues across the school and will lead other teachers in the development and refinement of their teaching practice to improve student learning outcomes.

Highly Accomplished Teacher positions are classroom based positions with a reduced teaching allocation. Highly Accomplished Teachers are members of the school executive team.

The teaching load for the Highly Accomplished Teacher will be determined by negotiation at the school level. As a general rule, a Highly Accomplished Teacher will receive a teaching load equal to but not greater than half the teaching load of a classroom teacher in a primary school or half the teaching load of a classroom teacher in a secondary/central school. The designated teaching load includes teaching a specific class/es and team teaching.

A designated teaching load provides opportunities for the Highly Accomplished Teacher to:

- maintain their professional practice;
- establish their professional competence (as necessary) to colleagues and the school community; and
- demonstrate quality teaching practices to other teachers.

The rest of the allocation needs to be negotiated between the principal and the Highly Accomplished Teacher to ensure the ‘allocation’ reflects the other aspects of the role including:
• leading and supporting the teaching and assessment practice of other teachers (early career and more experienced) in the school. This includes working with teachers to achieve accreditation at the various levels
• coordinating professional experience (practicum) placements and working with university personnel
• working on a whole school basis to improve teaching practice through targeted data analysis, and
• providing advice and support on quality teaching practices to other schools in the Centre for Excellence cluster or where applicable in the National Partnership on Low Socioeconomic Status School Communities cluster schools.

Highly Accomplished Teachers are not to be used in place of a casual teacher or to offer additional curriculum.

The Highly Accomplished Teacher has no decision making role in the TARS or EARS process but will be able to assist teachers to develop and refine their teaching practice as outlined in the Highly Accomplished Teacher’s role in the Guidelines.

Refer to Section 6 Selection Process for further information on selection criteria and position requirements.

3. Classification and Remuneration

The position is a temporary position of two years’ duration with the possibility of extension dependent on satisfying requirements for these positions (refer to Section 5 Applicants for Highly Accomplished Teacher positions).

The salary is $101,846 per annum. (effective from 8.1.10).

4. Conditions of Employment

During the two year temporary appointment the Highly Accomplished Teacher must complete a successful submission for accreditation at Professional Accomplishment or Professional Leadership.

This is a requirement of the position as well as for an extension of temporary appointment to be considered where applicable.

For further details regarding right of return, possible extension of the temporary position and future applications for promotion positions, please refer to Section 5 Applicants for Highly Accomplished Teacher positions below.

5. Applicants for Highly Accomplished Teacher positions

Applicants for these positions must have completed a preliminary online application for Professional Accomplishment or Professional Leadership with the NSW Institute of Teachers and have received positive feedback from the Institute regarding the likelihood of success in achieving accreditation at the required standard.
The feedback report from the NSW Institute of Teachers must be included with the application form. This will need to be scanned and attached electronically to the online application.

As the appointment of a Highly Accomplished Teacher is a temporary appointment for two years with the possibility of extension (in those schools participating in the National Partnership on Low Socioeconomic Status School Communities), the successful applicant for the position will retain right of return to his/her substantive school at the end of the two year temporary appointment where they are a permanent NSW Government school teacher.

An extension beyond the two year period may be able to be considered in the case of the same school participating in the National Partnership on Low Socioeconomic Status School Communities, which has funding over four years. Consideration as to whether the Highly Accomplished Teacher is to be extended in the same school participating in the National Partnership on Low Socioeconomic Status School Communities would be on a case by case basis subject to:

- meeting requirements in the annual Executive Assessment and Review Schedule and
- successful completion of the submission for accreditation at Professional Accomplishment or Professional Leadership.

In considering accepting an extension beyond the two year period, the Highly Accomplished Teacher will have the choice of returning to his/her substantive position or remaining in the Highly Accomplished Teacher position and relinquishing his/her substantive position.

Schools participating in the Centres for Excellence initiative are funded for two years only and therefore extension of temporary appointment will not apply.

A person temporarily appointed as a Highly Accomplished Teacher will be required to complete one year in the temporary appointment before taking up a promotions position. A person temporarily appointed as a Highly Accomplished Teacher can apply for a promotion position in the first year of the temporary appointment but not take up the position until the following year unless otherwise negotiated.

6. Selection Process

The positions will be advertised at Jobs@DET. The panel composition will be the same panel composition as that for selecting executive staff (Selection Panel Procedures for School Teachers 2009).
Applicants for Highly Accomplished Teacher positions must demonstrate capacity for educational leadership through the following criteria:

- Successful teaching experience with demonstrated capacity to initiate and sustain improvement in teaching, learning, classroom practice and student outcomes

- Demonstrated successful experience in supporting other colleagues including beginning teachers and professional experience (practicum) students

- Detailed knowledge of and demonstrated capacity to use the NSW Institute of Teachers’ Professional Teaching Standards Framework to support teacher development

- Detailed knowledge of curriculum, assessment and evaluation including translating student learning data to shape improved classroom practice

- Capacity to lead and support teachers and executive to improve teaching practice and programs

- Capacity to work with university personnel to build strong partnerships

- Well developed communication, negotiation, interpersonal and change management skills

- Knowledge of and commitment to the Department’s Aboriginal education policies

Additional criteria to be added where relevant, for example for schools with significant Aboriginal/ Language Background Other Than English enrolments.

7. Travel between schools where required

Highly Accomplished Teachers may be required to travel which may require a driver’s licence and motor vehicle.

Travel between the schools by the Highly Accomplished Teacher must be approved by the principal of the school to which the Highly Accomplished Teacher is appointed.

Where such travel is approved, a motor vehicle allowance for the Highly Accomplished Teacher will be paid in accordance with the Industrial Relations Circular 09/20 (Section 4). Refer: https://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directoratesaz/ires/indrel/circulars/irc2009/irc0920.pdf

8. Professional Learning and Development

The Department will provide professional development for Highly Accomplished Teachers in relation to the aspects of their role as well as a focus on supporting teachers and executive to strengthen quality teaching practice to improve student learning outcomes.
9. Reporting and Evaluation

Reporting and evaluation is a cornerstone of the National Partnership Agreements. Further advice is being developed regarding reporting and evaluation and will be provided as soon as it is available.

10. Contacts

For Region Specific Information
Please refer to your Regional Director or School Education Director

For Systemic Information

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