

Taking the lead: national certification of Australia's best teachers

March 2017

Revised October 2018

aitsl Australian Institute
for Teaching and
School Leadership
Limited

Certification 

Taking the lead: national certification of Australia's best teachers



Contents

About this paper.....	1
Executive Summary	2
The opportunity before us	4
What distinguishes our best teachers?.....	5
National recognition of Highly Accomplished and Lead teaching	8
What is national teacher certification?.....	10
Sharing and learning from expert practice.....	12
The evidence underpinning national teacher certification.....	14
The future of national teacher certification.....	15
Strategies and next steps.....	16
References.....	20



About this paper

- » The purpose of this paper is to present a vision and strategies for strengthening national teacher certification.
- » To date, more than 500 Australian classroom teachers have achieved national certification at the Highly Accomplished and Lead career stages of the Australian Professional Standards for Teachers.
- » The four strategies outlined in this paper were developed through a collaborative, consultative process between AITSL, certifying authorities and key stakeholders.
- » The national policy *Certification of Highly Accomplished and Lead Teachers in Australia* was endorsed by all Education Ministers in 2012 and implemented in late 2013. Further information about national teacher certification can be found here www.aitsl.edu.au/certification/.
- » AITSL acknowledges the leadership of certifying authorities in the ongoing success of national teacher certification and recognises the vital role certifying authorities play in driving the vision and strategies presented in this paper.

Executive Summary

Although many factors influence outcomes for learners, we know, and have known for some time, that the biggest in-school influence on student outcomes is the quality of the teaching in the classroom¹. Put simply, the better the teaching, the better the outcomes for all learners. In Australia, we know we have good teaching, and more can be done to identify, promote and leverage the expertise of this teaching.

In Australia, the endorsement of the Australian Professional Standards for Teachers (the Standards) in 2011 signalled a shift towards a nationally consistent approach to teacher quality. The Standards are a public statement of what constitutes teacher quality and define the work of high-quality, effective teaching in Australia. They provide a framework that makes clear the professional knowledge, practice and engagement required across a teacher's career².

Today, these Standards underpin the national approach to initial teacher education, with the Graduate career stage articulating what is required of those entering the profession. Practising teachers must meet the Proficient career stage of the Standards to gain and continue to renew full teacher registration. National teacher certification is managed and implemented at the state/territory level. Applicants are assessed by nationally trained assessors. National certification at the Highly Accomplished and Lead career stages of the Standards is a voluntary process that supports applicants to reflect on their practice.

National teacher certification, as outlined in the Certification of Highly Accomplished and Lead Teachers in Australia, is a way of recognising, esteeming and promoting the best of the Australian teaching profession. Since its implementation in late 2013³, more than 500 teachers have gained national certification.

By definition, teachers performing at the Highly Accomplished and Lead career stages of the Standards are expert practitioners. What sets them apart is that they consistently go beyond their own learning environment to share their expertise with their colleagues and peers to improve outcomes for all learners.

Nationally certified teachers, therefore, are expert practitioners who have undertaken a rigorous and challenging process to be recognised by their peers, their leaders and the wider community as consistently performing at the Highly Accomplished and Lead career stages of the Standards. For these teachers, improving outcomes for learners, sharing their expertise with colleagues and committing to continued professional growth can be found at the core of their professional practice.

We need to elevate the value of exemplary teaching and make a public statement that as a profession we value expertise. National teacher certification can contribute to the development of expertise in education by providing a clear career pathway and recognition of expertise. This is why we need to ensure that national certification becomes available to all teachers in all schools and early childhood settings across Australia.

A shared vision for national teacher certification

- » National teacher certification, based on the Australian Professional Standards for Teachers, becomes available to all teachers across Australia and the number of nationally certified teachers continues to grow.
- » As more teachers move towards the Highly Accomplished and Lead career stages, there is an increased understanding and recognition of expert teaching practice.
- » Nationally certified Highly Accomplished and Lead teachers are supported to share their expertise, work with their colleagues and lead learning to build capacity across the teaching profession.
- » National teacher certification is a mark of distinction that signals expertise within the profession, and to the community beyond.

Strategies of support

- » Certifying authorities and AITSL work together to promote certification. They support authorities in non-participating jurisdictions to make certification available.
- » They work together to ensure that quality assurance measures support the assessment of expert practice and that national certification continues to be rigorous, valid and reliable across jurisdictions.
- » Support the effective sharing of the expertise of nationally certified Highly Accomplished and Lead teachers.
- » Build an evidence base to understand and share the impact of nationally certified teachers.

¹ Hattie, J 2003, p. 3

² AITSL 2011, p. 2

³ Please see <https://www.aitsl.edu.au/teach/understand-certification-and-halt-status/find-your-certifying-authority> for details of certifying authorities in participating states and territories

The opportunity before us

We know that the biggest in-school effect on student outcomes is the quality of teaching and school leadership⁴. Therefore, it follows that if we want to see all learners fulfil their potential, the teaching they experience needs to be the best.

Quality teaching is already taking place every day in schools and early childhood settings across Australia; finding ways to tap into this will support the sharing of expert practice across the country. With Australia's best teachers leading their colleagues to explore teaching practice and to understand their impact on learners, this will create improvement across the profession.



There is always temptation to look for inspiration in high-performing international systems, such as Finland, Shanghai or Singapore. However, to improve the quality of teaching in the Australian context, we need to look within Australia. The Standards exemplify the practice of expert teaching through the Highly Accomplished and Lead career stages and provide a shared language to describe the practice of the best of our profession. As a profession, there is a shared responsibility to recognise, promote and share expert teaching. Working together to do this will continue to improve the quality of teaching and the outcomes for all learners in Australia.

⁴ Hattie, J 2003, p. 3

What distinguishes our best teachers?

Teaching is not a static profession, nor is it an individual endeavour. As teachers progress in their careers, they gain knowledge and develop expertise. They then use this to lead and impact the practice of their colleagues. Their understanding of learning deepens, as does their understanding of the impact of their teaching on their learners.



Nationally certified Highly Accomplished and Lead teachers are expert and skilled practitioners who use their knowledge of teaching and learning to create engaging learning environments for their learners. They focus on improving outcomes for learners and consistently strive to improve their practice to ensure they are maximising these outcomes.

And they go beyond that.

Nationally certified teachers support and lead their colleagues to improve their practice and the outcomes for their learners. In doing this, they help to lift the quality of teaching and improve learning outcomes across and beyond their schools and early childhood settings.

Case study

Casuarina Street Primary School, Northern Territory

Casuarina Street Primary School is located in Katherine East in the Northern Territory with about 330 students. After assuming the position of school principal, John Cleary surveyed his staff to learn more about their strengths and values. John observed that teachers and staff at his school valued professional expertise highly. The survey also revealed that staff were already using the Standards to underpin discussions on improving professional practice and learning. John saw national teacher certification as a way to expand that conversation for high-performing teachers on campus while providing a way to recognise the expertise of teachers in the school through an established, credible process.

By supporting teachers at Casuarina Street Primary to undertake national certification, John has been able to create instructional leadership positions in his school with credibility. National certification was one way that teacher leaders in the school could demonstrate professional expertise and build trust with their colleagues to be able to lead improving quality practice. At Casuarina Street Primary, they have found that Standards-based practice has spread across the school, improving the quality of teaching and, ultimately, benefiting students.

Beyond their own school, the Highly Accomplished and Lead teachers of Casuarina have had opportunities to work with other schools in the region to further spread and encourage expert practice.

“I’m particularly proud of student successes in literacy. Our NAPLAN data shows an increase in student performance at and above the national mean, but also in growth significantly higher than the national mean for students between years 3 and 5. This growth, and the ability for members of our school community to clearly articulate where they are and want to be, and the distance they have travelled, resulted in the school being named a Northern Territory School of Excellence in 2014 and an NT Independent Public School with a responsibility to lead this work in the Katherine region. I’m confident that our nationally certified teachers not only contributed to this success, but were instrumental in these achievements.”

John Cleary, Principal,
Casuarina Street Primary School



By creating the conditions where expertise is valued and shared, system and school leaders can work with nationally certified teachers to improve the quality of teaching and learning within their schools.

National recognition of Highly Accomplished and Lead teaching

Recognising and rewarding expert teaching is something that systems and sectors within Australia have developed and implemented in various forms over the years⁵. National teacher certification, endorsed by all Education Ministers in 2012, builds on this work, providing an Australia-wide coordinated approach to esteem the practice of the best of our profession.

National teacher certification provides a shared approach to recognising our best teaching, and achieves economies of scale and consistency across jurisdictions. Furthermore, it offers an opportunity to leverage the extensive work and investment already being made by schools and early childhood settings to embed the Standards within a performance and development culture. As the engagement and adoption of the Standards continues to grow⁶, national teacher certification offers a systematic way to support teachers to look beyond the Proficient career stage and aspire to the expert practice outlined at Highly Accomplished and Lead.

The implementation and management of national teacher certification relies on the work of the certifying authorities in participating states and territories. This involves, but is not limited to, continuous training of assessors, promotion of national teacher certification, processing of applications and applicant support. Representatives of the certifying authorities meet regularly to discuss the progress of national teacher certification and to ensure national consistency.

National certification is rigorous, requiring an applicant to demonstrate their practice against all 37 Descriptors of either the Highly Accomplished or Lead career stages of the Standards and provide evidence of their impact on their learners and colleagues. In applying to become nationally certified, a teacher presents their practice for examination by nationally trained assessors who review the applicant's certification evidence portfolio and directly observe their teaching practice.

Becoming nationally certified is challenging, as it should be if it is to identify the best teaching in Australia. If national certification is to be a mark of distinction that signals professional expertise to the community, we must ensure that only those whose practice meets the Highly Accomplished and Lead career stages of the Standards will be successful. If we hope to impress the profession with the belief that expertise truly matters, then our best teachers must be exactly that.

Nationally trained assessors

Integral to the success of national teacher certification is the work of the assessors. All aspiring assessors undertake the national Assessor Training Program (ATP) within their jurisdictions and, if successful, are recognised as experts in the Standards. The national certification of teachers in Australia depends on the expertise of this group as they evaluate and moderate applications.

Case Study

Paralowie R-12 School, South Australia

Peter McKay, principal of Paralowie R-12 in South Australia, trained as an assessor for national certification to better support expert teaching in his school and encourage teachers to undertake national certification. He says: "I knew this would be an important initiative to offer career pathways for teachers desiring to expand their leadership without leaving classroom positions."

With Peter's leadership, the school now has one teacher who became certified in 2015, Alana Attwood.

Peter and Alana's school faces significant challenges. It has a student population of almost 1400, which includes 38% of students learning English as an additional language or dialect, and 48% coming from economic disadvantage.

"To overcome these challenges, we need to identify the pedagogical practices and strategies that will have most impact for our students. Building the number of certified teachers in the school is a key part of this, as these teachers have the skills and disposition to support a change in the practice of other teachers," states Peter.

Through certification, Alana has taken on the leadership of multiple initiatives within the school to improve outcomes for students. One of these, a program to reward positive behaviours and regular attendance, has supported staff to promote social and emotional well-being for students across the school. In addition, Alana's guidance to teachers through new literacy initiatives has been a significant contributory factor in the improvement in literacy levels across the secondary school.

Five more teachers at Paralowie are currently applying to become nationally certified. According to Peter: "More teachers with such high levels of practice leading and supporting others will result in significant improvements school wide."

As the number of nationally certified teachers at Paralowie grows, so too will the opportunities for early career and other teachers to receive coaching from Highly Accomplished and Lead practitioners, who remain dedicated to improving the outcomes of students in their classrooms.

⁵ For example, Level 3 Classroom Teachers in the government sector in Western Australia and cross-sectoral initiatives such as Advanced Skills Teachers in South Australia, accreditation at Professional Accomplishment and Professional Leadership in NSW, and Teacher of Exemplary Practice in the NT.

⁶ Clinton, J et al, 2015.

What is national teacher certification?

National teacher certification is:

- » managed and implemented by certifying authorities in participating states and territories
- » challenging, rigorous and assessed against the Highly Accomplished and Lead career stages of the Australian Professional Standards for Teachers
- » awarded based on the assessment of an applicant's collection of evidence and direct observation of their practice
- » assessed by nationally trained assessors external to the applicant's school or setting
- » focused on teacher impact on learners and colleagues
- » a nationally agreed indicator of what constitutes teaching quality and expertise
- » available to all eligible teachers, regardless of whether they are seeking promotion or not
- » awarded for five years, after which the certified teacher must submit an application for renewal to their certifying authority and successfully demonstrate that they have continued to meet the Highly Accomplished or Lead career stages of the Standards in this period.

National teacher certification is not:

- » a guaranteed promotion to an ongoing salaried position
- » a 'tick-the-box' exercise
- » a destination, instead it is an opportunity for expert practitioners to continue to reflect and grow.

National certification of teachers improves teaching quality by:

- » requiring nationally certified teachers to demonstrate their effectiveness in improving learning outcomes of their students and improving the practice of their colleagues
- » providing teachers with a clear professional development pathway that encourages them to develop, share and be recognised for their expertise
- » contributing to the development of collaborative performance and development cultures
- » promoting continuous professional growth by encouraging teachers to reflect on their practice and understand their impact on their students
- » providing a national indicator of quality teaching that can be used by leaders to identify expert teachers
- » encouraging our best teachers to share their expertise with other teachers so that they in turn become more effective practitioners.

Sharing and learning from expert practice

The learning and impact of nationally certified teachers does not end with the award of national certification.

The sustained engagement with the Standards, and the deliberate reflection on practice demanded of teachers to become nationally certified, rewards them with a deep understanding of expertise – of what it is to be an expert. The knowledge gained through national teacher certification becomes part of the repertoire of the certified teacher and increases their impact on colleagues and student learning outcomes.



It is not enough, though, to just recognise expert teachers. Systems and sectors, school leaders, professional organisations, employers and certifying authorities can continue to work with nationally certified teachers to ensure they have the opportunity to share their expertise and lead learning.

Case Study

Highly Accomplished and Lead Teacher Network

AITSL established the Highly Accomplished and Lead Teacher (HALT) Network in 2015 to promote and leverage the expertise of nationally certified teachers. The HALT Charter acknowledges the collaborative expertise of the Network and outlines their commitment to work together to collectively grow the expertise of the profession so as to have the maximum impact on all learners.

The Minister for Education and Training launched the HALT Network, the first of its kind in Australia, at the first HALT Summit in March 2016. During that event, members discussed and identified priorities that would enable them to use their expertise to contribute to the improvement of teaching quality across Australia. Following the HALT Summit, these priorities were formalised in the *Highly Accomplished and Lead Teacher Network Actions 2016/17*. One key priority outlined in this document is the contribution of members to the My Induction mobile app, which aims to support the induction of beginning teachers in Australia. The app includes a bank of frequently-asked questions by beginning teachers with responses from Network members. The question bank provides access to advice and guidance from our best teachers to all beginning teachers, regardless of where they start their teaching career.



The evidence underpinning national teacher certification

The core components underpinning national teacher certification are drawn from national and international best practice in teacher assessment and evaluation.

What the evidence says to support this

National teacher certification is based on the Australian Professional Standards for Teachers.

The use of professional teaching standards is a feature common to best practice in teacher certification, assessment and evaluation processes internationally (MET 2013, p. 3; Darling Hammond 2012, p. iv; citation for Singapore). Professional teaching standards also provide a platform for reflection, discourse and improvement among teachers (Yinger & Hendricks-Lee 2000, p. 104).

The submission for national teacher certification includes multiple sources of evidence including a collection of evidence with annotated artefacts of practice, classroom observations and referee reports.

Given the complexity of the work of a teacher, assessments that include multiple sources of evidence reflect the quality of teaching practice and provide assessors with a comprehensive, accurate and reliable view of teaching effectiveness (Berk 2005, p. 49; Darling-Hammond 2012, p. 39; MET 2013, p. 3, 6).

Assessors for national teacher certification are trained by certifying authorities through the national Assessor Training Program.

Consistent training of those assessing teacher practice increases accuracy in classroom observations (MET 2013, p. 6; NCCTQ 2008, p. 25). Furthermore, the Assessor Training Program employs frame-of-reference training based on the Standards, which has been demonstrated to increase accuracy and inter-assessor reliability (Gorman & Rentsch 2009, p. 1336).

National certification requires teachers to show evidence of impact on a broad range of student outcomes, not just assessment results.

Student outcomes are holistic and are defined broadly to include student learning, engagement and well-being, as they are in initiatives like Singapore's Enhanced Performance Management System (APEC 2010, p. 145) and National Board Certification in the US (NBPTS 2016, p. 12).

Applicants prepare a collection of evidence and annotate artefacts against the Standards.

The use of evidence collections in assessments supports teachers to authentically and actively demonstrate their practice beyond the classroom (NCCTQ 2008, p. 34). In national teacher certification, the Standards provide applicants with a framework to demonstrate their practice (Dinham & Scott 2003, p. 232).

The future of national teacher certification

Momentum is increasing for national teacher certification, as jurisdictions and education leaders see the opportunity to promote certification as a means to promote and increase the quality of teaching. There is also a growing network of nationally certified teachers drawing on their first-hand experience of the benefits of becoming certified to advocate for others to join them.

With national teacher certification in its fourth year, the number of certified teachers is relatively small, but is growing steadily. The U.S. National Board for Professional Teaching Standards (NBPTS) had a similar experience, certifying only 177 teachers in 1994, the first year NBPTS Certification was available⁷. The NBPTS has now certified more than 110,000 teachers across all 50 states. Numerous independent studies highlight the positive impact of NBPTS Certified teachers on student outcomes⁸.



For certification to impact the teaching profession in Australia, so as to really turn the tide on student outcomes, widespread support and adoption across all levels is required. This is why we need to ensure that national certification is available to all teachers across Australia.

National teacher certification should be a mark of distinction, recognised and valued by the profession and the community. In addition, certified teachers should be effectively leading their colleagues to increase learning outcomes across Australia. An ongoing, collaborative effort is required if we are to truly realise the benefits of national certification to lift learning outcomes nationally.

⁷ National Research Council 2008, p. 122

⁸ See www.nbpts.org/advancing-education-research for summary of impact of US Board Certified teachers.

Strategies and next steps

The following four strategies have been identified following an independent review and consultation with certifying and non-certifying jurisdictions. The strategies and next steps provide a roadmap that will guide the future of national teacher certification.

1

Work with certifying authorities to promote certification. Support education authorities in non-participating jurisdictions to make certification available

National teacher certification is currently not available in all states and territories in all sectors. This reduces the portability of national certification and means that the expert teachers we know are working in these jurisdictions cannot be nationally recognised as Highly Accomplished or Lead. It also minimises the reach and impact of nationally certified teachers.

»Next steps

AITSL and certifying authorities work together to promote and implement national teacher certification and share examples of how it can support jurisdictional initiatives.

AITSL and certifying authorities work with non-certifying jurisdictions to implement national teacher certification.

2

Build an evidence base to understand and share the impact of nationally certified teachers

Whilst the core components of national certification are evidence based, empirical data will help us understand the extent of the impact of nationally certified teachers. Anecdotally, nationally certified teachers attest to the positive impact national certification has on their practice, while their leaders describe the impact on colleagues and learners, and the transformation of culture by nationally certified teachers.

»Next steps

Undertake research to examine the impact of nationally certified teachers.

Map the career pathways, retention and development of teachers as a result of undertaking national certification as Highly Accomplished or Lead.

3

AITSL and certifying authorities work together to ensure that quality assurance measures support the assessment of expert practice and national certification continues to be rigorous, valid and reliable across jurisdictions

Growth in the uptake of national teacher certification brings with it the challenge of ensuring that the rigour in assessment is maintained as the number of applicants increase. This is essential to ensure that national teacher certification continues to be seen as a mark of distinction by the profession as signalling our best teachers. Ensuring valid and reliable judgements are being made by all certification assessors must be a priority.

A number of quality assurance measures are currently built into national certification⁹, but work will be required to maintain the high standards that will distinguish nationally certified teachers as the best among the profession.

»Next steps

Review and strengthen the quality assurance measures that support national certification, for example through standard-setting and moderation processes at the national and state and territory levels.

4

Support effective sharing of the expertise of nationally certified Highly Accomplished and Lead teachers

National teacher certification itself will not impact learning outcomes unless the expertise of Highly Accomplished and Lead teachers is effectively and systematically shared to influence the practice of other teachers. The Highly Accomplished and Lead Descriptors of the Standards require them to be working with and leading their colleagues. Many certified teachers are already coaching colleagues or supporting the induction of new teachers to the profession.

AITSL and certifying authorities will continue to work to promote the effective and appropriate positioning of nationally certified teachers within their schools, early childhood settings or communities to support others to improve their teaching practice.

»Next steps

Work together to identify and share deployment models that most effectively utilise nationally certified teachers.

Coordinate the Highly Accomplished and Lead Teacher Network to promote and share the expertise of nationally certified teachers.

⁹ AITSL 2012, p. 11



In sharing their deep understanding of expert practice and impact on their learners...

...Highly Accomplished and Lead teachers contribute to the ongoing improvement of teaching quality in Australia.

References

Australian Institute for Teaching and School Leadership 2012, *Certification of Highly Accomplished and Lead Teachers in Australia*, Education Services Australia, Carlton South.

Australian Institute for Teaching and School Leadership 2011, Australian Professional Standards for Teachers, Education Services Australia, Carlton South.

Berk, R. A. 2005, 'Survey of 12 Strategies to Measure Teaching Effectiveness', *International Journal of Teaching and Learning in Higher Education*, vol. 17, no. 1, pp. 48-62, viewed 24 November 2016, <<https://www.apgo.org/binary/2012%2012c%20Survey%20of%2012%20Strategies%20to%20Measure%20Teaching%20Effectiveness.pdf>>

Bill & Melinda Gates Foundation 2013, *Feedback for Better Teaching: Nine Principles for Using Measures of Effective Teaching*, viewed 28 November 2013, <http://k12education.gatesfoundation.org/wp-content/uploads/2015/05/MET_Feedback-for-Better-Teaching_Principles-Paper.pdf>

Clinton, J, Dinham, S, Savage, G, Aston, R, Dabrowski, A, Gullickson, A, Calnin, G, and Arbour, G 2015, *Evaluation of the Implementation of the Australian Professional Standards for Teachers: Final Report*. December 2015, Centre for Program Evaluation, The University of Melbourne.

Darling Hammond, L 2012, *Creating a Comprehensive System for Evaluating and Supporting Effective Teaching*, Stanford Center for Opportunity Policy in Education, viewed 27 November 2016, <http://www.smmcta.com/uploads/9/9/4/2/9942134/evaluation_research_stanford_2012.pdf>

Department of Education and Child Development, SA 2016, *Teaching For Impact: A Strategy to Support Teacher Development 2016 to 2018*

Dinham, S & Scott, C 2003, 'Benefits to Teachers of the Professional Learning Portfolio: a case study', *Teacher Development*, vol. 7, no. 2, pp. 229-244, viewed 23 November 2016, <<http://www.tandfonline.com/doi/pdf/10.1080/13664530300200200>>

Eng, C & Tan, M 2010, 'Rating Teachers And Rewarding Teacher Performance: The Context of Singapore', *Replicating Exemplary Practices in Mathematics Education among APEC Economies Koh Samui 7-12 March 2010*, Asia-Pacific Economic Cooperation Secretariat, Singapore, pp. 142-153

Gorman, C A & Rentsch, J R 2009, 'Evaluating frame-of-reference rater training effectiveness using performance schema accuracy', *Journal of Applied Psychology*, vol. 94, no. 5, pp. 1336-1344

Hattie, J 2003, 'Teachers Make a Difference: What is the research evidence?' *Australian Council for Education Research Annual Conference on: Building Teacher Quality*, October 2003, ACER, Camberwell, Victoria, viewed 23 November 2016, <http://research.acer.edu.au/research_conference_2003/4>

How It Works, NSW Education Standards Authority, viewed 27 February 2017, <<http://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/proficient-teacher>>

McCulla, N, Hayne, T & Stone, B 2002. 'Windows on the professional practice of accomplished teachers at work', *Unicorn*, vol. 28, no 1, pp. 16-20.

National Board Of Professional Teaching Standards 2016, *What Teachers Should Know and Be Able to Do*, 2nd ed., viewed 27 November 2017, <http://www.nbpts.org/sites/default/files/what_teachers_should_know.pdf>

National Research Council, Committee on Evaluation of Teacher Certification by the Board of Professional Teaching Standards 2008, *Assessing Accomplished Teaching: Advanced-Level Certification Programs*, The National Academies Press, Washington, DC

Office of Superintendent of Public Instruction 2016, *About Certification*, OSPI, viewed 24 January 2017, <<http://www.k12.wa.us/Certification/nbpts/Candidacy/default.aspx>>

Pearson, *Guide to National Board Certification Version 1.7*, viewed 29 November 2016 <http://boardcertifiedteachers.org/sites/default/files/Guide_to_NB_Certification.pdf>

Timperley, H 2008, *International Bureau of Education*, New Zealand, booklet

Yinger, R. J & Hendricks-Lee, M. S. 2000, 'The Language of Standards and Teacher Education Reform', *Educational Policy*, Vol. 14 No. 1, pp. 94-106

Australian Institute for Teaching and School Leadership 2017, *Taking the lead: national certification of Australia's best teachers*, AITSL, Melbourne

The Australian Institute for Teaching and School Leadership (AITSL) was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government.

© 2017 Australian Institute for Teaching and School Leadership (AITSL).

ISBN 978-1-925192-47-6

Revised October 2018

AITSL owns the copyright in this publication. This publication or any part of it may be used freely only for non-profit education purposes provided the source is clearly acknowledged. The publication may not be sold or used for any other commercial purpose.

Other than permitted above or by the Copyright Act 1968 (Commonwealth), no part of this publication may be reproduced, stored, published, performed, communicated or adapted, regardless of the form or means (electronic or otherwise), without prior written permission of the copyright owner.

Photography supplied courtesy of Adam R. Thomas www.arthomasphoto.com

Address enquiries regarding copyright to: AITSL, PO Box 299, Collins Street West, VIC 8007, Australia.

This project was funded by the Australian Institute for Teaching and School Leadership Limited (AITSL) with funding provided by the Australian Government.

aitsl

AITSL is funded by the Australian Government



aitsl.edu.au



facebook.com/aitsl



twitter.com/aitsl



youtube.com/aitsleduau