



20 April 2018

## Memorandum

To: Lisa Rogers CEO, AITSL

From: Ian Baker, Director - Education Policy

Subject: National Review of Teacher Registration: Advice

---

### A. Background

---

I write in response to the ongoing AITSL National Review of Teacher Registration and in the context of the NSW AITSL Forum hosted Thursday 29 March 2018 by NESA.

With respect to policy development in the field of Teacher Registration it is pertinent to note that CSNSW represents 594 NSW Catholic schools that employ 20,086 head count teachers. Of these 20,086 teachers NSW Catholic sector teachers 9, 168 work in Primary schools while 10, 673 are Secondary school teachers. Another 245 Catholic sector teachers work in special settings.

### B. CSNSW and the NSW Great Teaching Inspired Learning (GTIL) Initiative for Teacher Accreditation and Professional Renewal 2013 to 2017

---

Catholic Schools NSW approaches the current AITSL Review of Teacher Registration in the context of their full engagement with the following NSW Great Teaching Inspired Learning Initiatives since 2013:

- All NSW Catholic school proprietors are recognised by NESA as Teacher Accreditation Authorities (TAAs).
- All NSW teachers can achieve Accreditation at one of four standards based levels being: Conditional/Provisional; Proficient; Highly Accomplished; and Lead.
- All teachers employed by NSW Catholic Schools prior to 2004 are now Accredited, this has involved the Accreditation, since mid-2017, of 11,795 teachers employed by 548 NSW Catholic systemic schools.

### C. CSNSW Advice on the Scope of the Current AITSL Review of Teacher Registration

---

CSNSW sets out below its initial advice with respect to the AITSL Review scope questions:

#### i. How should Teacher Standards be applied to early childhood teachers?

CSNSW notes that in NSW NESA is implementing a Standards based process for the Accreditation of early childhood teachers. Furthermore CSNSW wishes to place on record that it supports this regulatory step which NESA has taken.

In this context any policy work which AITSL might undertake with regard to the registration of early childhood teachers in NSW must avoid both inconsistency and duplication with respect to pre-existing activity in this policy space in NSW by both NESA

and ACECQA. Indeed, CSNSW observes that the relevant National regulator for early childhood matters is ACECQA rather than AITSL.

If AITSL is to develop its involvement with the delivery of early childhood education it will need to progress this involvement in respect of NSW providers of early childhood education in the closest co-operation with both NESA and ACECQA. In this context the agreed policy position of CSNSW is that a 'joined up' approach to regulation of early childhood education is required, with the necessary co-ordinated NESA, ACECQA and AITSL approach driven by the joint imperatives of efficiency and effectiveness.

**ii. How can VET teacher registration requirements avoid unnecessary barriers to the delivery of quality VET in schools?**

CSNSW is mindful that recognition of VET teachers in NSW involves schools engaging with the requirements of three Regulators being:

- NESA and AITSL for Teaching Standards; and
- ASQA for AQF standards

It is agreed CSNSW policy that as a matter of preference all school-based VET teachers should achieve dual recognition. That is all VET teachers should be:

- i) VET qualified (AQF standards as administered by ASQA); and
- ii) Teacher Accredited (NESA and AITSL administration of Teacher Standards)

CSNSW also notes that after initial difficulties VET regulation in relation to NSW schools has been harmonised across NESA and ASQA requirements, and that as a result care needs to be taken not to disturb in NSW the current operational co-operation between schools, their relevant RTOs, NESA and ASQA. In this context AITSL needs to acknowledge that it is not a direct regulator of VET in schools but rather plays a complementary role in respect of those Teaching Standards that are relevant to VET delivery, noting that Nationally the prime regulatory of VET is ASQA.

In this context the agreed policy position of CSNSW continues to be support for the established NESA standards and process for the accreditation of VET teachers working in schools in NSW on the understanding that NSW requirements are aligned, harmonised, with ASQA requirements.

It is also noted that the role of the Catholic Universities, being ACU and Notre Dame in graduating 'VET ready' teachers across the whole range of NESA HSC VET Framework courses is a matter which Catholic school authorities are pursuing as a related policy priority.

**iii. How can impediments to the transition of Initial Teacher Education (ITE) students into the teaching profession be addressed?**

CSNSW advises that the chief barriers to successful ITE transition practice are:

- Shortage of full-time permanent employment for initial teachers;
- A lack of 'classroom readiness' amongst some new graduates;
- The difficulty of managing casual teachers for the purpose of Teacher Accreditation.

In the context of these concerns CSNSW notes that rural schools are highly dependent on new (first and second year out) teachers with the consequent management and therefore development challenges being more intense for rural ITE entrants.

Having cited these challenges CSNSW notes that all NSW Catholic school authorities have strategies in place to mitigate the problems identified. For example for the Wollongong Diocesan Schools system these strategies include:

- A dedicated Education Officer to support Early Career Teachers (ECTs): role includes in-school visits with individual teachers and their mentors (at least twice per year), observations for support, negotiating assistance and support for new scheme teachers with relevant service areas, eg behavior management team
- Allocation of in-school mentor
- Induction Day for (ECTs)
- 2 day mentoring program for ECT Mentors (MET Program facilitated by Peter Hudson Southern Cross University Queensland)
- 15 days release for 1<sup>st</sup> year appointed teachers (temporary or Permanent) and 5 days release for 2<sup>nd</sup> year teachers as per the Enterprise agreement. Included in this allocation is 5 days Professional learning facilitated by the system.
- Professional Officer provides: Professional learning/Information sessions and one on one meetings to support ECT organize documentation and gain Proficient Accreditation
- Scholarship program to assist gaining qualifications for LEVEL D – to teach Religious Education

A copy of the Wollongong 'Early Career Teachers Support Document' is attached for consideration.

The agreed CSNSW policy recommendation is that the management strategies already in place across all NSW school authorities in respect of Initial Teacher Education graduates should be collated and reported by the Review.

In this context it is advised that the Sydney Catholic Schools Office has had success in increasing the retention for new teachers in their first five years of employment, noting that historically separation rates for new teachers with less than six years of experience has been high.

#### **iv. How might a fit and proper person requirement be introduced for teachers?**

CSNSW notes that both the *Australian Education Regulation 2013 at regulation 28* and the *NSW Education Act 1990 at section 47 (1b)* establish 'fit and proper person' requirements for Responsible Persons for schools (including school Principals) but not for teachers per se.

This current 'fit and proper person' test for members of a school's governance structure are characterised as disqualifying criteria linked to: bankruptcy; insolvency; being convicted of or being charged with an offence in relation to children, dishonesty or violence; and engagement in a deliberate pattern of immoral or unethical behaviour. In this context, the question then becomes: "Can these tests be consistently and relevantly

applied in respect of the 85,564 currently employed NSW teachers.” (Reference CESE ‘Workplace Profile of NSW Teaching Profession’ 2016).

CSNSW appreciates that this issue is directly linked to the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse, being Recommendations 8.9 to 8.12 and 13.8.

It in this context it is noted that creating a ‘Fit and Proper Person’ test for all teachers will raise the ‘compliance bar’ above that required by the current NSW ‘Working With Children Check’ as administered by the NSW Office of the Children’s Guardian.

The agreed CSNSW policy recommendation is that this matter will also involve Industrial Relations considerations and that its implementation should be progressed in the context of a holistic and coordinated whole of Government response to Royal Commission Recommendations. Indeed in NSW carriage of this matter is vested in the Department of Premier and Cabinet.

#### D. Current Key CSNSW Policy Positions

---

In summary CSNSW advises that:

- i. As a consequence of the recent and current work to Accredite 55,000 pre-2004 teachers across NSW there would need to be compelling reasons for any action that might appear to disturb the current NSW standards-based approach to Teacher Accreditation and its associated compliance requirements for NSW schools and teachers., as developed through the implementation of the NSW GTIL policy from 2013 to 2017.
- ii. Arguably the most problematic field of Teacher Accreditation is that involving VET teachers given the necessary balance required between Education and Industry training and skills. Consequently this Review can only progress the VET matter if AITSL works collaboratively with both NESA and ASQA.
- iii. The Accreditation of Early Childhood teachers in NSW is itself new in NSW and a settling down period is required. No case exists to disturb current processes in NSW.
- iv. CSNSW is mindful that the three NSW school sectors are working with the NSW Department of Premier and Cabinet (DPC) to process school related Recommendations of the Royal Commission into Institutional Responses to Child Abuse, consequently the question of any ongoing ‘fit and proper person test’ for application to the Accreditation of all teachers in NSW should be determined by the current NSW DPC processes for responding to Royal Commission Recommendations.

#### E. Contact and Follow-Up

---

The CSNSW contact person for ongoing Review matters is Ian Baker – [ian.baker@csnsw.catholic.edu.au](mailto:ian.baker@csnsw.catholic.edu.au) or 9287 1520.



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG



# *Welcome*

## **Early Career Teachers**

---

Early Career Teachers  
Support Document



## EARLY CAREER TEACHERS SUPPORT DOCUMENT

### Developing Your Professional Identity in a Faith-Centred Community

You have been gifted with an extraordinary ministry which allows you the opportunity to touch the hearts and minds of your students. When they graduate, they will not remember the great lessons you taught, but they will remember the person you were. It is your responsibility to ensure that your imprint leaves the best possible impression.

Catholic school teachers are role models for their students and the wider school community. When leading and teaching Gospel values it is important that these are reflected in both our words and actions.

The following information will guide you in these early stages of your professional career to help develop and nurture your professional identity in a Catholic school.

### Developing Effective Communication Skills

Effective Catholic school teachers bring together both the art and the science of communication to develop effective relationships within the school community.

The art of communication involves creating an environment that builds and enhances trust, respect and acceptance within a faith-centred community. The science of communication encourages the development of skills and strategies that promote positive communication through meaningful feedback, empathetic listening, and respectful partnerships.

Whether you are greeting students as they enter your classroom, welcoming parents to a meeting, writing an email, or resolving a conflict, effective communication promotes the mission of the Catholic school and offers an ideal opportunity to share the Gospel message.

**There is no greater  
joy than to make  
a fundamental  
difference in  
someone's life**

Sister Mary McGredy

**Conduct yourself wisely  
with outsiders, making the  
most of the opportunity.  
Let your speech always be  
gracious, as if seasoned  
with salt, so that you  
will know how you should  
respond to each person.**

Colossians 4:5-6



## General Guidelines for Effective Communication in the Catholic School

- Focus on supporting the mission of the Catholic faith through your words and actions
- Practice collaboration by building partnerships within the school community
- Practice engaged, empathetic listening
- Allow adequate 'wait time' before responding to sensitive issues
- Speak truthfully, but with kindness
- Invite questions and value the opinions of others
- Keep parents, school administrators, and students informed
- Maintain an atmosphere of respect and trust
- Avoid the use of slang or trendy expressions
- Make eye contact
- Understand your facial expression, posture, and gestures convey a clear message to the listener
- Ensure all actions are in the best interests for the students



“  
Whatever you do in  
speech or action, do it  
in the name of  
the Lord Jesus.  
Give thanks to God  
the Father  
through him.

Colossians 3:15-17

”

# AITSL Induction Framework

The Australian Institute for Teaching and School Leadership (AITSL) Induction Framework outlines the four phases of induction for all teachers.

This framework supports Early Career Teachers as they prepare to embrace their professional responsibilities.





# Starting Out

## *Before school begins...*

The following checklist is to be used by Early Career Teachers in collaboration with the Principal, mentor and other support personnel during the initial phases of a teacher's career. This checklist addresses a range of accountabilities for teachers relevant to their roles and responsibilities.

### NESA Registration

#### Have you ...

- ☐ Ensured that you have paid your Annual Accreditation Fee
- ☐ Provided the system with your Working With Children Check clearance
- ☐ Updated your NESA details to include your new school
- ☐ Ascertained your NESA 'End Date' for acquiring your Proficient Teacher Level

### Introductions

#### Arrange a visit to the school to meet:

- ☐ The Principal (if you have not already met)
- ☐ The Parish Priest (where appropriate)
- ☐ Other staff members
- ☐ Mentor (if already appointed) to organise a first meeting

#### Notes:

### Managing your digital footprint

- ☐ Ensure your online presence reflects our Catholic Ethos
- ☐ Review your privacy settings on all social media accounts

#### While visiting the school it may also be appropriate to:

- ☐ Visit your classroom and orientate yourself to the school layout
- ☐ Check access arrangements to the school and your classroom prior to the commencement of school
- ☐ Check arrangements and times for professional development (PD) and planning days (especially those scheduled in the first week of school)
- ☐ Check school dress code (particularly for your first day of term PD day)
- ☐ Check arrangements regarding keys, assigned teaching space and security arrangements
- ☐ Check arrangements for working in your classroom outside school hours

## Diocesan and School Information

To assist you to commence teaching duties confidently and efficiently it is important that you are familiar with the following:

### General documents

#### Have you located ...

- ☐ School handbook (if available)
- ☐ Faculty handbook (7-12 teachers)
- ☐ School Policies
- ☐ All relevant Diocesan policies and frameworks including:
  - ☐ Performance and Development Framework
  - ☐ The Diocesan Learning and Teaching Framework (DLTF)
  - ☐ The Path to Life Framework
  - ☐ Code of Conduct in the Protection of Children and Young People
- ☐ Behaviour Management Framework

For all other key policies and frameworks go to the CEO website [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au)  
Click on the Quick Links tab and select Policy Directory

## Support

Name of Mentor:

---

- ☐ In-school support personnel ie middle leader, KLA coordinator, stage coordinator etc

Details:

---

---

---

---

### Procedures

#### Do you know ...

- ☐ Break times and signals
- ☐ School's prayer life
- ☐ End of school procedures, school bus, parent pick up
- ☐ Entering and exiting classroom procedures
- ☐ Morning assembly procedures
- ☐ Toilet access for students
- ☐ Use of playground rules, expectations and duty
- ☐ School uniform
- ☐ Care of classroom walls when displaying work
- ☐ Canteen arrangements
- ☐ Protocols for emailing or responding to parents emails

### Communication

- ☐ Staff communication (pigeon hole, notice board, phone, email)
- ☐ Catholic Education, Diocese of Wollongong (CEDoW) internet and email access

### Notes:

## Class Information

### Do you have ...

- ☐ List of students
- ☐ Access to student files (records, reports, specialist and medical reports)
- ☐ Class/grade/year/subject resource list

### Notes:

## School Resources

### Can you locate ...

- ☐ Resources from the school's designated library area
- ☐ Infopoint <http://infopoint.dow.catholic.edu.au>
- ☐ Teacher resources
- ☐ Policy and procedures for using school resources
- ☐ How to access and operate school equipment, photocopier etc
- ☐ Procedures for purchasing additional resources

### Notes:

## Programming, Planning and Assessment Expectations

### Do you know school expectations regarding ...

- ☐ Programming and compliance requirements
- ☐ Registration requirements (7-12 teachers)
- ☐ Assessment processes and requirements

### Notes:

## Preparation

### Have you ...

- ☐ Prepared name tags/cards for the students (including spares K-6)
- ☐ Prepared class seating plans (7-12)
- ☐ Ensured there are adequate desks and chairs (including spares)
- ☐ Organised and presented the room to make it look inviting
- ☐ Ensured class expectations and rules are visible
- ☐ Suggestion for 7-12 teachers: Created an A3 or A4 laminated sheet with class rules or expectations displayed, this can be taken with you as you move to the various classrooms throughout the school
- ☐ Prepared a timetable which takes into consideration resources, shared learning areas, specialist rooms and other teacher's plans
- ☐ Prepared a program for the day/week that establishes class rules and routine, welcomes new members to the class, and fosters a sense of community
- ☐ Collected/designed resources to support your program
- ☐ Checked all student records and noted additional needs
- ☐ Established basic routines for tidiness, carrying out tasks and behaviour
- ☐ Ensured all children have necessary resources - check student's books and equipment against the resource list
- ☐ Ensured all students are aware of the location of toilets and allocated playground areas

## Notes:

## Additional Items

(These can be sourced on a needs basis)

The following is a checklist of additional items you could explore with your mentor

- ☐ School protocols for communication with parents (email and in person)
- ☐ Know how to access and register to attend PD through ESS
- ☐ Process for contacting parents
- ☐ School's reporting procedure
- ☐ Collaboration with available specialist/support teachers, internal and external
- ☐ Protocols for parent volunteers in the classroom
- ☐ Staff meetings
- ☐ Staff prayer
- ☐ The social club
- ☐ Leave procedures
- ☐ Collection and recording of monies
- ☐ Excursions
- ☐ Assemblies
- ☐ Staff-room duty
- ☐ Staff contributions (for example tea money, staff gifts etc)
- ☐ Diocesan MSPEC Procedure (Managing Students Pastoral and Educational Concerns)

## Reflection

- ☐ Do you understand all that is expected of you?
- ☐ Do you have all the equipment and resources you need?

## Notes:



## EARLY CAREER TEACHERS SUPPORT DOCUMENT

### Appropriate Dress

Projecting a professional image promotes credibility and respect. It can create a sense of authority, and conveys confidence and competence. Clothing and appearance make a statement and often take on a "voice" of their own. The clothes we wear and the style we project send a powerful message about our opinions, attitudes, and our sense of self-respect. Select apparel, jewellery, fragrances, and hair styles that do not detract from your professional image. When in doubt, select a more traditional or conservative look.

When choosing clothing, accessories, and styles, expect the same standards of yourself that you do of your students in your classroom. Modelling professional dress, grooming and styles impacts on your students and demonstrates your commitment as a professional Catholic school educator.

“

**What you wear speaks  
so loudly that I cannot  
hear what you say**

Ralf Waldo Emerson

”



## Managing Your Digital Footprint

### Projecting a digital footprint that reflects the Catholic Ethos

Wherever we walk we leave behind footprints. A teacher's footprint can influence the lives of all students we teach.

**'Your digital footprint speaks louder than your resume'**

### How do you create a positive digital footprint?

As a teacher in a Catholic school it is important that your online presence reflects the qualities and professional standards that are consistent with the Catholic ethos.

## Review your digital footprint

**Does your social media profile contain images, posts, likes or status updates that could impact your positive digital footprint?**

As Christians, we are called to live differently. God wants you to live out your faith digitally as much as you do in your day to day interactions with others.

You have a huge responsibility when you interact on social media. You are called to steward your words for God's glory. After all, words are powerful and depending on how you engage, what you post and how your digital presence depicts (or reflects) you, it may impact your credibility as a role model.

You are stewarding your words and your online presence to reflect our Catholic ethos. If you apply that filter you will ensure you represent Christ and your faith in a positive light.

“  
Whatever is  
true, whatever is  
honorable, whatever  
is just, whatever is  
pure, whatever is  
lovely, whatever is  
commendable, if there  
is any excellence,  
if there is anything  
worthy of praise, think  
about these things

Philippians 4:8

”



Catholic school teachers are ambassadors  
of Jesus Christ and the Catholic Church.

What a responsibility!  
What a privilege!



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

If you have any questions or concerns, please contact

**CEDoW Early Career Teacher Support Personnel**

**Sherryn Moore**

**0418 695 081**

**[sherryn.moore@dow.catholic.edu.au](mailto:sherryn.moore@dow.catholic.edu.au)**