



TASMANIAN SUPPLEMENT to the AITSL Guide for Certification

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TASMANIAN SUPPLEMENT



This supplement is the companion document to the AITSL Guide to Certification – TASMANIAN EDITION.

Throughout the AITSL Guide to Certification – TASMANIAN EDITION, you will find prompts like this directing you to specific sections within this supplement:



CERTIFYING AUTHORITY



Certification of Highly Accomplished and Lead Teachers in each jurisdiction is administered by a Certifying Authority.

In Tasmania, the Certifying Authority is the Teachers Registration Board Tasmania (TRBT).

All matters related to Certification are to be directed to the Teachers Registration Board Tasmania's Professional Standards team: prof.standards@trb.tas.gov.au

LEGISLATIVE BASIS FOR TEACHER CERTIFICATION

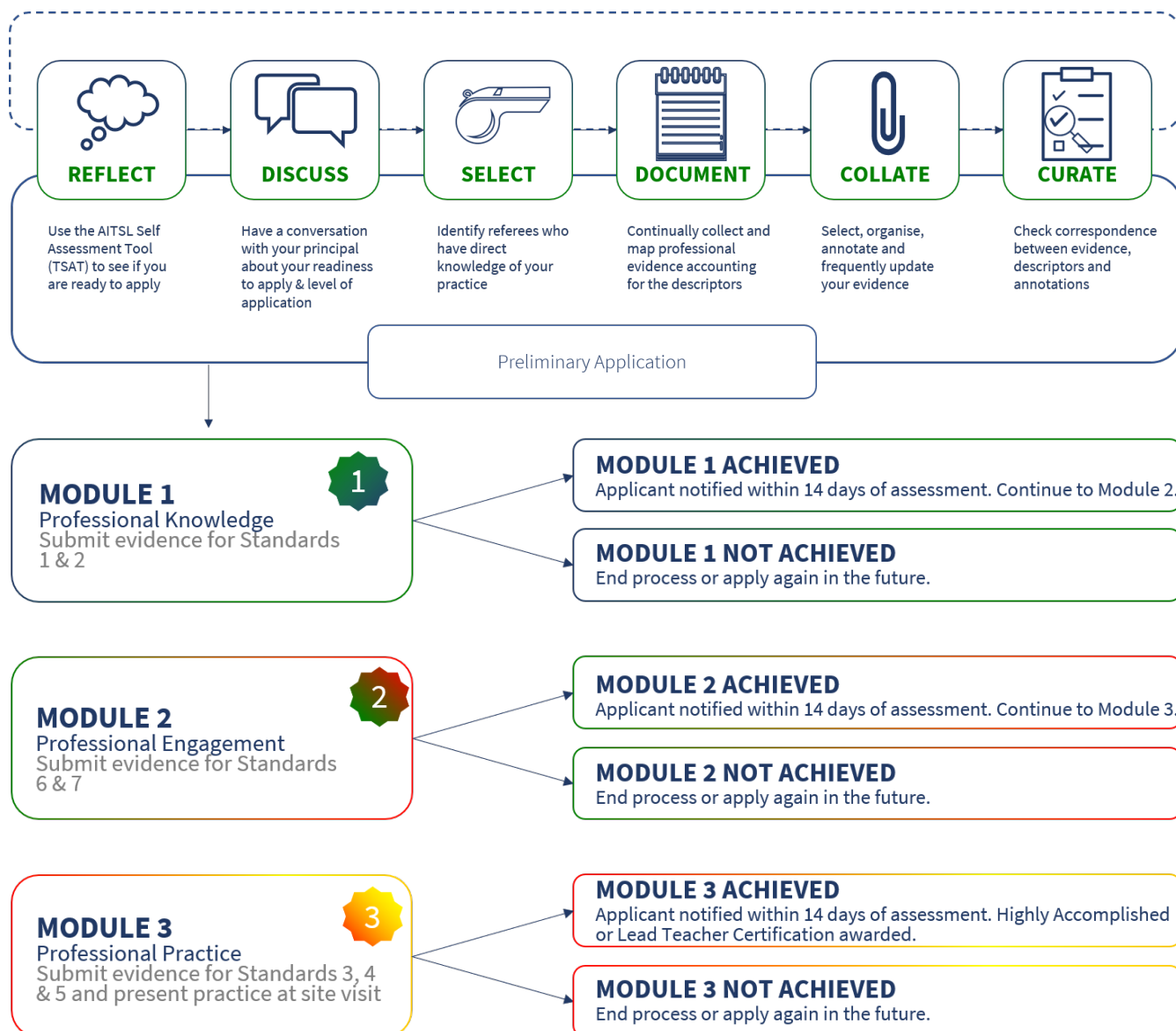
The Teachers Registration Board Tasmania (TRBT) is the certifying authority for teachers in Tasmania. Under section 6A of the Teachers Registration Act 2000 (the Act) its functions include:

- 1) (c) to promote the teaching profession;
- 2) (h) to develop and improve teaching standards;
- 3) (i) to maintain a code of professional ethics for the teaching profession;
- 4 (j) to undertake relevant reviews and research projects, and to make recommendations to the Minister in relation to the funding for those reviews and projects and the appointment of persons necessary to enable the successful undertaking of those reviews and projects , as appropriate;

The TRBT is obligated to grant or refuse an application for certification based on the assessment of the teacher's demonstrated abilities, knowledge and skills against the requirement of the Standard.

CERTIFICATION PURPOSE AND TIMELINE

To promote quality teaching, to encourage teachers to reflect critically on their practice, and to provide a reliable indication of teaching quality for the identification and recognition of Highly Accomplished and Lead Teachers.



ELIGIBILITY REQUIREMENTS

Australian citizenship or permanent residency, full registration with the Teachers Registration Board, applicants for Highly Accomplished Teacher Certification must have been assessed at satisfactory in two most recent annual performance assessments and applicants for Lead Teacher Certification must have been assessed as satisfactory in three most recent annual performance assessments.

MODULAR MODEL - PROCESS OVERVIEW

Preliminary application - entry process

Following attendance at the introductory workshop, access the Certification Application Form. You will need to provide your details, the names and contact details of the referees you nominate (including your principal) to provide evaluative comments on your practice in the areas of the Standards you identify, confirmation of consultation with your principal regarding your readiness to apply and the level at which you should apply (HA or Lead), confirmation that you meet the eligibility requirements, and confirmation that you have attended the introductory workshop.

Complete and submit your Certification Application Form by the due date, published on the TRBT website. You will receive an email acknowledging that your application has been received, and an invoice to pay the administration fee. If your application is successful, you will be invited to the evidence and annotation workshops that you are required to attend for each module.

ASSESSMENT WINDOWS

Assessment window 1: Module 1 only

Assessment window 2: Module 1 or Module 2

Assessment window 3: Module 1 or Module 2 or Module 3

Assessment window 4: Module 2 or Module 3

Assessment window 5: Module 3 only

Assessment window and lodgement dates are outlined on the TRBT website.

MODULE ASSESSMENTS

Modules 1 and 2

- » No later than eight (8) weeks prior to the assessment window, complete and submit the Module Application Form located on the TRBT website
- » You will receive an email with information about next steps and an invoice, payable prior to submitting your evidence
- » By the first date of the assessment window, submit three copies of your collection of evidence for the Professional Knowledge domain (if being assessed on Module 1) or Professional Engagement domain (if being assessed on Module 2) or provide an online link to your portfolio and a completed Submission of Evidence Checklist
- » You will need to confirm the referees cited in your preliminary application
- » Assessors will have a discussion with referees about your practice against Standards 1 and 2 (M1) or Standards 6 and 7 (M2) which will be documented and retained as part of your Module 1 or Module 2 application. Assessors may contact you at this time should clarification of evidence be required.

Notification of result

Once the assessors have assessed and reported on your collection of evidence, the TRBT will inform you of the outcome of assessment and provide you with a written report.

Module not achieved - end process

Applicants who do not provide sufficient evidence of meeting each of the applicable Standards at the relevant career stage will not proceed to the next Module. Applicants who have not achieved the Module are welcome to apply again in the future.

Module achieved - continue process

Applicants who have demonstrated achievement in meeting each of the applicable Standards at the relevant career stage will progress to the next Module.

MODULE ASSESSMENTS CONTINUED

Module 3

- » No later than eight (8) weeks prior to the assessment window, complete and submit the Module Application Form located on the TRBT website
- » You will receive an email with information about next steps, an application summary, and an invoice, payable prior to submitting your evidence
- » By the first date of the assessment window, submit three copies of your collection of evidence for the Professional Practice domain or provide an



PRELIMINARY APPLICATION

Having confirmed their eligibility and readiness to apply, teachers entering the process for the first time complete and submit a preliminary application. The link will be sent by email following your attendance at a Certification Information Session.

Applicants are required to:

- » attend a Certification Information Session (with their referees where possible), and
- » attend the Tasmanian workshops (Introduction to Certification and Introduction to Module 1) prior to submitting Module 1.

PROFESSIONAL DISCUSSION

Submission of an application form must be preceded by a professional discussion between the applicant and the applicant's principal or manager about the applicant's intention to apply, the school's understanding of the process and capacity to support the applicant, the applicant's readiness to apply for Certification and the level at which they should apply, and (if Lead) the Lead Initiative being put forward.

DECLARATIONS

Within the application form, the applicant will be required to make a series of declarations. Making a false or misleading declaration in the application process will forfeit the applicant's place in the certification process and/or right to certification.

PROVIDING REFEREE DETAILS

Applicants are to provide the details for three to five referees, including the applicant's principal or principal delegate (as nominated by the principal) with direct knowledge of the applicant's practice at the identified career stage (Highly Accomplished or Lead).

At Lead level, include the name and contact details of a referee with direct knowledge of the applicant's Lead Initiative.

Referee details:

- » names
- » phone contacts (work and mobile)
- » email addresses
- » details of relationship to applicant (e.g. Principal/Head of School/Line Manager/Peer/Other)
- » nominated Professional Standards of the *Australian Professional Standards for Teachers* against which the referee will provide evaluative comments of the applicant's practice.

APPLICATION FORMS

Application forms will be supplied to applicants who have attended the required Information Session and Workshop, and must be submitted to prof.standards@trb.tas.gov.au by the closing date. Key dates are listed on the TRBT website.

Certification of Highly Accomplished and Lead Teachers - Tasmanian Pilot

APPLICATION FORM

Personal details


First Name:	
Surname:	
TRB Number:	
Email address:	
Postal address:	
Phone:	
Highest level of education achieved:	
Level of Certification being applied for:	
- If Lead Teacher, what is the project to be implemented?	

Employment details

School/Workplace:	
Principal/Manager:	
Principal/Manager email and phone	
School/Workplace Address:	
School/Workplace Phone:	
Current Position/Role:	
Current FTE:	
Teaching area or specialisation:	
Sector	

Important information for Applicants:

- Once your application is received, an invoice for the Application fee and the Certification fee will be your account on TRB Online. This invoice must be paid in full before your application can be processed. *2021 Pilot intake, the Certification fee will be fully subsidised.*
- Once the invoice has been paid in full, the Teachers Registration Board of Tasmania will confirm the application has been formally lodged and accepted. No additional evidence or information can be your application has formally been lodged and accepted.
- The Certifying Authority will undertake the assessment of your application as per the requirements Certification process.
- For information on the Certification process please visit www.trb.tas.gov.au or contact the Teacher Board of Tasmania.
- Making a false or misleading declaration in your application will forfeit your place in the Pilot and/c certification.



Certification of Highly Accomplished and Lead Teachers - Tasmanian Pilot

Eligibility declaration

	Please circle:	
I have participated in an Information Session and attended Workshop 1	YES	NO
I hold full registration as a teacher in Tasmania	YES	NO
I am an Australian citizen or have a permanent resident visa	YES	NO
My most recent performance assessments are satisfactory (two most recent for Highly Accomplished and three most recent for Lead applicants)	YES	NO
If applying for Lead Teacher, I have a project approved for implementation in my school. <i>If not applying for Lead, please omit this declaration.</i>	YES	NO
I have read the Certification information including the Australian Professional Standards for Teachers (Highly Accomplished or Lead), the Evidence Guide and Checklist for applicants available on www.trb.tas.gov.au	YES	NO
I have undertaken the self-assessment tool provided on www.trb.tas.gov.au	YES	NO
I have discussed the Certification process with my principal/manager	YES	NO
I have my Principal/Manager's endorsement to undertake the certification process	YES	NO
I understand that my details will be used by the Teachers Registration Board of Tasmania to gather data on the certification process and I hereby give permission for data about me to be used for reporting purposes as determined by the Teachers Registration Board of Tasmania and for the management of the certification process.	YES	NO
I understand that I will be required to pay a non-refundable fee to undertake the Certification process. <i>Please note, this fee is waived for participants in the Pilot intake of 2021.</i>	YES	NO


I declare that the information I have provided in this application and the information contained in any documents accompanying this application are true and correct to the best of my knowledge and belief.

Full name	
Signature	
Date	

Principal endorsement

Please state why the applicant is likely to be successful in the Certification of Highly Accomplished and Lead Teachers Pilot.

Full name	
Signature	
Date	



EVIDENCE MAP

MODULE 1 - STANDARDS 1 & 2

DOMAIN	PROFESSIONAL KNOWLEDGE												PROFESSIONAL PRACTICE										PROFESSIONAL ENGAGEMENT														
	1. Know the students and how they learn						2. Know the content and how to teach it						3. Plan for and implement effective teaching and learning					4. Create and maintain supportive and safe learning environments					5. Assess, provide feedback and report on student learning					6. Engage in professional learning			7. Engage professionally with colleagues, parents/carers and community						
Australian Professional Standards for Teachers	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
EVIDENCE																																					
Artefact 1																																					
Artefact 2																																					
Artefact 3																																					
Artefact 4																																					
Artefact 5																																					
Artefact 6																																					
Artefact 7																																					
Artefact 8																																					
Artefact 9																																					
Artefact 10																																					

SECTION 1

[illegible]

[illegible]

SUBMISSION OF EVIDENCE CHECKLIST

This checklist is to be used when compiling collection of evidence and on completion included with each Module submission.

Certification of Highly Accomplished
and Lead Teachers - Tasmanian Pilot


SUBMISSION OF EVIDENCE CHECKLIST

Applicant's name	
Module submitted	

Evidence submission requirements

- ☐ Re-read the AITSL Guide to Certification - Tasmanian Edition and Tasmanian Certification Supplement
- ☐ Completed TRBT Evidence Map for relevant module
- ☐ An index of labelled artefacts
- ☐ Annotated collection of evidence (not exceeding 10 artefacts for Module 1 or Module 2, and 15 artefacts for Module 3)
- ☐ Classroom observation report from Principal or Delegate nominated by the Principal included in the collection of evidence
- ☐ Second classroom observation report included in the collection of evidence
- ☐ Teacher reflective written statement addressing the Standards
- ☐ Written description of the Lead Initiative (provide a Plan for Module 1, Progress report for Module 2 and the outcomes of the Lead Initiative in Module 3)
- ☐ Update nominated referees (3 to 5) including the Principal (or Delegate nominated by the Principal) and update all contact details
- ☐ Arrange payment for each module
- ☐ Submit three copies of collection of evidence or digital link
- ☐ Include a completed copy of this checklist

Please note: once submitted, the collection of evidence may not be augmented, replaced or updated.



Certification of Highly
Accomplished & Lead Teachers

REFEREES

Referees' oral comments will be documented by the assessor, during each module assessment, verified and signed by the referee and retained with the applicant's collection of evidence by TRBT. Referees' comments will be provided by TRBT to the applicant on request.

Referees must include the principal or the delegate nominated by the principal.

The principal will be asked as part of their referee report to confirm that a professional conversation with the applicant has taken place about their readiness for Certification and the level at which they should apply.

SECTION F

FEEDBACK

TRBT provides applicants with written reports at the end of each module.

The written reports involve feedback about the assessment of the applicant's annotated evidence and their demonstration of achievement of the Domain Standards at the relevant career stage.

All applicants can request further feedback by contacting TRBT to arrange a phone or face-to-face discussion with the assessors and relevant TRBT staff. Any request for further feedback must be arranged within 14 days of notification of the outcome of the module.

MODULE 3 - PLANNING THE SCHOOL SITE VISIT

Applicants will need to prepare a purposeful site visit to complete Module 3. They will receive areas of focus from the assessors to assist them to prepare for the site visit.

The applicant plans and manages the process for the Certification co-assessors to visit their school for the onsite classroom observation and discussions. It is important that the applicant discusses the structure of the observation with their principal/delegate and the external assessors prior to their visit.

In most cases, approximately half a day will be set aside for the site visit. The date needs to be negotiated between the applicant and the assessors within the nominated two-week timeframe. If there are extenuating circumstances such as illness, external exams, or school events that will preclude adherence to the dates, it is important to raise this with both the TRBT and the external assessor as early as possible.

It is important that time is set aside during the site visit both before and after the classroom observations for the applicant and the external assessors to discuss the day.

This will give the applicant an opportunity to explain and expand on what occurred during the classroom observation. The applicant will also refer to the collection of evidence submitted for Module 3 which they will have at hand. It is also a time for the external assessors to have a collegial discussion with the applicant about their professional evidence and practice.

SCHOOL SITE VISIT

Elements	Personnel
Discussion of format of the site visit	Teacher, Assessors and Principal/Delegate
Pre-classroom observation discussion	Teacher and Assessors
Classroom/school observation	Assessors in Teacher's class
Post-classroom visit discussion on lessons and evidence	Teacher and Assessors
Professional conversation between the Assessors and Principal/Delegate nominated by the Principal to seek evaluative comments and further explore the performance of the applicant against the Standards	Teacher and the Principal/Delegate nominated by the Principal
Discussion with other Teachers - as determined by the applicant	Assessors and Colleague/s

At the end of the site visit the assessors cannot provide evaluative feedback as the next stage of the process is that they meet with their co-assessor to discuss their notes and moderate on the outcome of the Certification Module 3 application. Applicants will receive a written report later, together with the outcome of their Certification Module 3 application.

LEAD INITIATIVE COMPONENT

Module 1: Lead Initiative Plan (written description, 1-2 pages)

- » Reference to annotated artefacts
- » Defines implementation period (a minimum of 6 months)
- » Linked to school and/or system initiatives
- » Identifies leadership role of the applicant in design, implementation, evaluation and review
- » Intended impact on colleagues' knowledge, practice, engagement/school community outcomes/student outcomes

Module 2: Lead Initiative Progress Statement (written description, 1-2 pages)

- » Reference to annotated artefacts
- » Ongoing implementation (a minimum of 6 months)
- » Linked to school and/or system initiatives
- » Demonstrates leadership role of the applicant in design, implementation and evaluation
- » Demonstrates formative evaluation of progress towards improved colleagues' knowledge, practice, engagement/school community outcomes/student outcomes

Module 3: Lead Initiative Impact Statement (written description, 1-2 pages)

- » Reference to annotated artefacts
- » Implementation period (a minimum of 6 months)
- » Linked to school and/or system initiatives
- » Demonstrates leadership role of the applicant in design, implementation, evaluation and review
- » Demonstrates evidence of impact on colleagues' knowledge, practice, engagement/school community outcomes/student outcomes
- » Demonstrates impact/sustainability of initiative over time

REVIEW OF DECISION

Applicants who receive an unfavourable decision following Certification Module 1, 2 or 3 assessment may request an internal review of that decision within 14 days of being notified of the decision.

The request for internal review should be in the form of a statement not exceeding 1000 words indicating the grounds on which the applicant considers that the decision should be reviewed, highlighting challenges to the Standards-based assessment.

On receipt of the request for internal review, TRBT will appoint a review panel of assessors not previously involved in the assessment of the Certification Module that is being reviewed. They will assess the evidence against the Standards and provide TRBT with a recommendation to uphold or to alter the decision within 21 days. The outcome will be communicated to the applicant within seven days of receipt of the report from the review panel.

An applicant who has been refused Certification at the completion of all three modules may appeal to the Magistrates Court (Administrative Appeals Division) for a review of the decision after an internal review of the overall decision has been conducted by the Certifying Authority.



Teachers Registration Board Tasmania

213A Cambridge Road, Warrane Tasmania 7018

prof.standards@trb.tas.gov.au

www.trb.tas.gov.au

