

Certification

Highly Accomplished & Lead Teachers Overview



CERTIFICATION

A national process that recognises quality teaching.

Certification is a reliable indication of teaching quality and identifies and recognises Highly Accomplished and Lead Teachers. It promotes reflective practice and teaching excellence. Certification recognises and promotes the development of teachers who strive to continually reflect on and improve their practice.

How to Apply

If you'd like to apply for Certification during the preliminary application intake dates of Semester 1 (Feb 21 to April 1) or Semester 2 (Jul 25 to Sep 2), ensure you are eligible to apply by completing the checklist on the back page, then:

- 1. go to the TQI Portal**
- 2. click the Certification Tab**
- 3. click the 'Apply for Certification' button.**

Once you have applied, you'll receive an automated email with dates of the four Certification Workshops, along with an invoice for \$50 (which is a one-off application fee).

Certification

Certification recognises and promotes the development of teachers who strive to continually reflect on and improve their practice.



recognises the achievements of teachers in the classroom



leverages teacher expertise



promotes the teaching profession



builds collective teacher capability



improves outcomes for students in Australia

Certification is an Evidence and Standards based process, and it covers the **applicant's**:



evidence of practice



demonstrated improvement in student outcomes



evidence of impact



impact on the practice of colleagues

Certification is granted for a period of five years. The renewal process involves two written statements and referee discussions - direct evidence is not required. This process confirms the ongoing high-level practice.

Highly Accomplished and Lead Teachers

Assessed against the higher levels of the Australian Professional Standards for Teachers

Once Certified, teachers become known as **HALTs (Highly Accomplished or Lead Teachers)**. Becoming a HALT expands career opportunities and connects like-minded teachers from across the ACT and Australia, allowing them to share their expertise and be formally recognised.

Certification is a voluntary process, with HALT status nationally recognised.

Certification procedures ensure teachers have access to a rigorous and transparent assessment process acknowledging teacher achievement at the high levels of the Australian Professional Standards for Teachers.

When applying for Certification, teachers choose which high-level career stage of the Teacher Standards reflects their practice:

- Highly Accomplished
- Lead Teacher

What's the difference?

PROFICIENT TEACHERS

Have an impact on the students and children they teach. They focus on improving learning outcomes for their students and enhance their practice by identifying, planning and evaluating their own professional learning needs.

HIGHLY ACCOMPLISHED TEACHERS

Have an impact on their own students, the practice of their colleagues, and thereby the outcomes of their colleagues' students.

- work with colleagues and contribute to their professional growth
- support, coach, mentor, and model for colleagues
- leverage their expertise, develop effective teaching teams, contribute to school improvement
- improve student outcomes with impact beyond their own classroom.

LEAD TEACHERS

Work with colleagues, parents, carers, students and other key stakeholders to impact and effect change at a school, system or service-wide level.

- are recognised and respected as exemplary teachers
- initiate and lead projects focused on improving outcomes for students
- support colleagues to improve their practices and evaluate progress
- have an impact across their school/system/jurisdiction.



Certification as a HALT provides:



Professional recognition as a HALT is an **affirmation of quality**. Having their high standards of practice and instructional leadership in schools externally assessed and formally recognised, enhances the professional confidence and credibility of HALTs.



Certification provides **professional reflection and growth**. Quality teachers learn to represent their practice, curate professional evidence, and critique their own practice. They continue to grow as professionals.



Certification offers the next **career challenge** for mid-career teachers and school leaders. Teachers find evidencing and critiquing their own practice for certification assessment serves to reenergise and refocus them.



Certification provides the **opportunity to showcase** teacher expertise through presenting professional evidence and gaining the support of employers and colleagues during the assessment process. Recognition for expertise in teaching and learning, allows teachers to lead from the classroom and influence decision making within schools.



High quality feedback is part of the Certification assessment process, provided by recognised educational leaders using the Australian Professional Standards for Teachers. Key to the Modular model applied in the ACT is the provision of sustained feedback.



Certification can open doors and provide **career satisfaction**. Formal recognition as experts in the classroom and explicit roles empower them. They can leverage their high standards of practice and instructional leadership in schools, while retaining their expertise close to the classroom.

Modules and Workshops

We've adopted a Modular model in the ACT which allows applicants to provide annotated evidence incrementally, one Domain of the Standards at a time.

TQI runs a series of workshops which upskill applicants in how to represent practice, identify quality evidence, annotate artefacts effectively, and also to unpack the Descriptors in the Professional Knowledge, Professional Engagement and the Professional Practice Domains.

The order of the Standards has been altered so that Professional Practice is the final stage of the process.

The Modular model maintains the integrity of the Certification process through the assessment of

professional evidence in portfolio submissions, and the confirmation of practice on a site visit during Module 3.

Attendance at the relevant workshop is compulsory before applicants can submit an evidence portfolio for a particular Module. This is to support understanding and is intended to optimise the opportunity for success.

Applicants should attend the Module workshop as close as possible to their portfolio submission, and they can attend the same workshop more than once if they wish.

Certification in the ACT

Certification is in every state and territory of Australia and is increasingly recognised in industrial and professional agreements.

The three-stage model for national certification in the ACT, makes the Certification process more accessible to teachers.

In alignment with the national approach, the Modular model assesses professional evidence and confirms practice.

ACT may be one of the smallest jurisdictions, but we have 12% of the national HALT total. This percentage has been consistent since 2012.



Process and Fees

When applying for certification there is a \$50 application fee which is a one-off payment and covers the four Certification workshops.

The remaining payments (\$1250 in total) covers the Assessors' release from their school, including a site visit.

After each of the Module workshops, applicants need to submit and successfully complete a Module before progressing.



Timing

Applicants have the opportunity to apply for Certification via one intake per semester.

The entire Certification process needs to be completed within three years of submitting Module 1.

The final submission date for each Module portfolio is Friday of Week 1 (Term 2, 3 or 4). Applicants need to apply for each Module submission via the TQI Portal, three weeks before the final submission date. Module portfolios are not accepted in Term 1.



Submissions

There is an artefact limit of 5 artefacts per Standard

In Modules 1 and 2, applicants can submit 10 artefacts for each module, and in Module 3, applicants can submit up to 15 artefacts. Applicants can use the same artefact across modules provided they are annotated accordingly.

Completing Certification in one year is possible if applicants successfully submit and complete a Module in each of Terms 2, 3 and 4.

For more information on Certification

Please visit the Resources section of the TQI portal, or visit the AITSL website – we look forward to hearing from you soon!

TQI Portal (Resources Section) portal.tqi.act.edu.au
Email: TQI@act.gov.au / AITSL Website: aitsl.edu.au

Certification Application Checklist

Before applying for Certification, please ensure you have:

- watched the Certification Information video
- Australian citizenship or permanent residency
- Full teacher registration in the ACT
- two recent 'satisfactory' annual performance assessments if applying for **Highly Accomplished Teacher**
- three recent 'satisfactory' annual performance assessments if applying for **Lead Teacher**
- reflected on your knowledge and practice using the *Australian Professional Standards for Teachers*
- completed the *AITSL Teacher Self-Assessment Tool* (TSAT) located on the AITSL website
- had a conversation with your principal (or delegate) to identify career stage and readiness to apply
- read the **ACT Guide to the National Certification of HALTs** available from the Resources section of the TQI portal
- read the *AITSL Certification – Principles and Processes* and *AITSL Documentary Evidence Supplements* available from the Resources section of the TQI portal and AITSL website
- visited the TQI portal and noted the Semester 1 and 2 Certification intake dates.



ACT Teacher Quality Institute | ACT Government
Ground Floor, 170 Haydon Drive, Bruce ACT 2617. PO Box 263 Jamison Centre ACT 2614
P. +61 2 6207 5005 | E. tqi@act.gov.au | tqi.act.edu.au