



# Program Accreditation

## Continuing Professional Learning



PROFESSIONAL LEARNING





## About this Guide

This Guide is designed to assist with the application for Accreditation of a Professional Learning Program and includes:

- how to become a Recognised Provider
- the accreditation process and tips for completing the online Application Form
- the Standards and criteria your Professional Learning Program must meet
- the principles of adult learning
- the responsibilities of providers and delegates
- the role of TQI.

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# Quick Reference Checklist

## Apply to become a Recognised Provider



1. Download the Professional Learning Program TQI Accreditation Guide and complete the Recognised Provider application.
2. Submit the application and wait for a confirmation email from TQI. Your confirmation email will include a six-digit TQI number and password.

## Navigate to the Program Accreditation menu



- Log on to the TQI portal [portal.tqi.act.edu.au](https://portal.tqi.act.edu.au) using your TQI number and password.

Click on *Professional Learning* menu.

Click on *Manage Programs* menu.

Click on *Apply for Program Accreditation* menu.

## Provide information about your Program



- Program Administration
- Links to the Standards
- Program Delivery
- Expected Outcomes
- Supporting documents and declarations.

## Submit Application



- Submit Application to TQI for Assessment.
- Allow a minimum of 15 working days prior to program delivery for assessment.
- **Note:** *Programs will not be accredited retrospectively.*

## Await Notification



### TQI will email the outcome of application to the Recognised Provider.

Accredited Programs will appear on the TQI Register of Accredited Programs found on the TQI website and portal.

# Online Application Tips

Your answers to Steps 2, 3 and 4 must show how your program satisfies the four criteria for Accredited Professional Learning (PL): Standards based, relevant, collaborative and future-focussed. Provide explicit evidence of the abstract learning and how the program improves teacher practice and how it contributes to improving learner outcomes. (Each question allows a maximum of 1600 characters. If you go beyond this limit, your application will state a run time error.)

## STEP 1

### Program Administration

- **Program Name**  
Choose a name that is distinct and easy to search for. It does not need to include your workplace or school name. (The name you choose will be published on the public register.)
- **Keywords**  
Choose five well-known search words a teacher might use to find this kind of program (e.g. 'maths', 'mathematics', 'numeracy', 'curriculum', 'engaging learners'). Separate keywords with commas.
- **For whom is the program available?**  
Choose from the drop-down menu on the online application.
- **Duration**  
A minimum of two hours. Maximum of five hours in any one day program (not including meal breaks) and maximum of 10 hours for any online program.
- **Is the program accredited in another Australian State or Territory?**  
Choose from the drop-down menu on the online application.
- **State all presenter names and their qualifications.**

## STEP 2

### Australian Professional Standards

- **Which of the career stages of the *Australian Professional Standards for Teachers* or the *Australian Professional Standard for Principals* does this program address?**  
Choose the appropriate standard (Teacher/Principal) and select a career stage from the drop-down menu found on the online application.
- **Which Domains and Focus Areas are emphasised in this program and how?**  
Choose from the drop down menu; write 1-2 sentences to describe how the PL links to the relevant Standard. Explain how it addresses the focus area(s). 6.2 is automatically included for all applications.  
*Note: It is not acceptable to provide the same explanation for each Standard.*

### Planning Tool



TQI has provided a PDF Planning Tool form to support coherent program planning and development.

You can use this form to develop your responses to information fields and copy them to the online application.

# Online Application Tips

## STEP 3

### Program Delivery

- **Category and Subcategories**  
select the focus/topic(s) the program covers.
- **Rationale and research basis of the program**  
Provide a brief outline of the program goals and cite research that informs the content and delivery of your program and/or the theory or practice of teaching the program covers. This must include author, year, titles and key ideas from the research.
- **Summary of Hours**  
Provide an explicit breakdown of the hours and timing of the content being delivered.  
*Note: professional reading cannot be counted as part of the accredited hours.*
- **Brief summary for the Register**  
Write 1-2 sentences for the online register and teacher generated reports.
- **Provide evidence of adult learning principles**  
Select from a drop down menu and describe how the program is consistent with the principles of adult learning (see Page 9 of this Guide).
- **How will Professional collaboration and collective inquiry be enhanced through participation in this Program?**  
Describe how, as a result of attending this program, participants might share ideas, practices, resources or strategies.
- **What opportunities are there for teacher reflection on practice improvement?**  
Explain how the program offers opportunities for reflection on practice improvement (*in addition to the professional reflection teachers must complete when they submit PL for registration renewal*).

## STEP 4

### Expected Outcomes

- **How is the program informed by learner, data, workplace or system/employer priorities?**  
The program may be informed by national priorities, strategic plans, and/or annual operation plans.
- **Provide details of expected learning outcomes for participants**  
Using the language of the domains of the Professional Standards, describe how the program will improve professional knowledge, practice, engagement, teacher capability and agency.
- **How will you know if these learning outcomes have been met?**  
What would the teachers be expected to be doing, saying, making or writing after attending the program.
- **What is the expected impact on learning, engagement and wellbeing?**

## STEP 5

### Supporting Documents and Declarations

- **Supporting Documents**  
Explain the sequence of program activities (this could include a learning outline, facilitation guide).  
*Note: Each uploaded file must be less than 5mb. Valid file formats are: .pdf, .doc, .docx, .txt, .jpg, .gif. If you are unable to meet the character limit for any one question this extra information can be uploaded as a supporting document.*
- **Declaration**  
Tick a box

## How you can Support Teachers' PL

PL providers (including schools and Early Childhood Education and Care (ECEC) services) can help teachers, ECEC services and school leaders in the ACT to engage in high-quality PL and meet the annual requirements of Professional Registration by:

- developing and delivering quality Accredited PL programs
- confirming participant attendance so teachers can count their Accredited PL towards renewal of professional registration. **Note:** attendance must be confirmed within 10 working days of the program

*being delivered.*

As part of the requirements for renewal of registration, teachers must submit and reflect on a minimum of 20 hours of PL each year. The registration requirements are designed to ensure that a teacher's PL experience is professionally relevant, rigorous and diverse.

The 20-hour package of PL that a teacher may put forward for registration renewal each year must include a minimum of five hours of TQI Accredited PL programs, and a minimum of five hours of Teacher Identified PL. The remaining 10 hours can be a combination from either category. The mixture and type of PL is flexible, so that teachers can better respond to learning needs, meet their own PL goals, and support employer and system priorities.

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## What is Accredited PL?

**For the purposes of Professional Registration, a Teacher Education Accredited PL Program must be:**

- accredited by TQI as meeting required Standards and criteria
- designed and delivered by a Recognised Provider
- a minimum of two hours in duration
- any one day accredited program can claim a maximum of five hours.
- online programs can claim a maximum of ten hours.

### Quality PL Programs

- are of significant intellectual or professional content and must deal primarily with matters related to the practice and content of teaching
- address a teacher's identified professional development and career stage requirements
- address individual, team, school, ECEC service, system or employer priorities
- assist teachers to respond to learning needs.

PL required for renewal of registration does not include administrative and procedural training (e.g. First aid, IT, Mandatory Reporting, Workplace Health and Safety Training).

## How can I become a Recognised Provider?

**To become a Recognised Provider, all Applicants are required to:**

- provide organisational and administrative information so TQI can determine your educational and management capacity
- answer required questions
- use the TQI portal to nominate delegates to manage the program and meet administrative requirements (including verifying the names of participants).

Potential providers, other than teacher employers and their workplaces, will also need to provide information in relation to insurance cover, policies for statutory

obligations relevant to PL and an overview of their teacher PL functions and programs.

To access the Recognised Provider form you must first download Professional Learning Program TQI Accreditation Guide at [www.tqi.act.edu.au/professional-learning/for-providers](http://www.tqi.act.edu.au/professional-learning/for-providers)

Once the PDF has been downloaded the **Apply Now** button will appear on the original 'Recognised Professional Learning Provider Application Form' page.

When your application is confirmed, you will receive an email from TQI, which will include a six-digit TQI number and a password.

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## How do I apply for Accreditation of my PL Program?

Once you have become a Recognised Provider, you can use your TQI number and password to log on to the TQI portal [portal.tqi.act.edu.au](http://portal.tqi.act.edu.au). Click on **Professional Learning** and **Manage Programs** and then **Apply for Program Accreditation**. Follow the online prompts to provide the requested information.

Applications for program accreditation can be made at any time. You must allow at least 20 working days between submission of a proposed Accredited PL program and the date when you expect to deliver it, as processing time will take up to 20 working days (or more in peak periods).

Programs will be accredited by TQI for a period of one year with the possibility of a one-year renewal dependent on program evaluations and the educational and management capacity of the Recognised Provider.

### **Note:**

- Program accreditation expires on the **31 December each year**.
- There is no guarantee that all programs submitted by a Recognised Provider will be accredited.

- The TQI portal is closed for program application submission between 14 December to 14 January.
- Application for re-accreditation is available from October to 31 December.

## What information is required?

**You will need to address five steps:**

1. Administrative information.
2. How the PL links to the *Australian Professional Standards for Teachers* (or the *Australian Professional Standard for Principals*).
3. Program delivery – rationale, research based, collaboration, adult learning principles.
4. Expected outcomes.
5. Supporting documents and declarations.

A table of the questions and required information for each of these headings is provided at the front of this Guide.



## Programs that Deliver Concurrent Workshops

A workshop where a program incorporates or consists of multiple workshops (such as a conference) the following additional information is needed for each workshop component:

- A brief summary/abstract describing the workshop (1-2 sentences).
- Reference to the particular Standards focus areas or descriptors that are relevant to the workshop (no explanation of the Standards is required).

### Programs are Accredited for a Calendar Year

All programs expire on **31 December** each year.

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## Delivery of and Attendance at Accredited Programs

- TQI recognises both teacher identified activities and accredited programs as equally important for registration purposes.
- A delegate who submits a program for accreditation, but does not deliver the program, can claim the accredited hours and have their attendance confirmed by another delegate (the delegate cannot confirm their own attendance at an accredited program).
- Accredited hours cannot be claimed for the time spent delivering an accredited program. However a teacher can claim up to five hours for research and preparation of an accredited program as a teacher identified activity.

### Keep in Mind

TQI will use your answers to **Steps 2, 3 and 4** to determine how well the proposed program meets the four criteria for accreditation.

## What are the criteria for Accreditation?

From your answers to Parts 2, 3 and 4 of the online application form, TQI will assess how well the proposed PL meets these four criteria:

### 1. Standards Based

Will it develop professional knowledge, practice and engagement as outlined in the Australian Professional Standards for Teachers or the Australian Professional Standard for Principals?

### 2. Relevant

How is the PL relevant to learning? To the learning needs and priorities of individual teachers, schools, ECEC services and employers? To teacher engagement, learning and wellbeing?

How does the PL draw on or align with current research or the Australian curriculum frameworks?

How well does the PL demonstrate the six principles of adult learning?

### 3. Collaborative

How would the PL improve teacher and leader quality and agency? Would it support professional collaboration, collective inquiry, reflection with peers and experts, or effective PL communities?

### 4. Future Focussed

How does the PL promote teacher and leader innovation and feedback for future practice? How would it prompt research, innovation and skill development and broaden their repertoire of response to current and emerging challenges?

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## Program focus Categories and Subcategories

### Australian Curriculum

English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education, Languages, Work studies, STEM / STEAM.

### Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, Sustainability, Innovation/Entrepreneurship.

### General Capabilities

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical understanding, Intercultural understanding, Religious Education, Play-based learning.

### Individual / Workplace Development

School Culture and Improvement, Early Years Learning Framework, National Quality Standards, Personal Development, Mentoring, Classroom Observations, Staff Wellbeing, Action Research, Professional Learning Communities, Leading Change and Innovation, Implementing Employer Initiatives, Leadership Development

### Inclusive Education

Learners with a Disability, Gifted and Talented Learners, English as Additional Language or Dialect, Learner Wellbeing, Managing Behaviour, Complex Needs, Social and Emotional Learning, Differentiation

## What are the Principles of Adult Learning?

Most recent work on the motivations of adult learning draws on the work of Malcolm Knowles,<sup>1</sup> which can be encapsulated in six principles:

- 1. The need to know:** adults need to know why they need to learn something before learning it.
- 2. Self-direction:** adults like to be respected and to make decisions about their own learning.
- 3. Working with their life experiences:** adults' prior experiences provide a rich resource for learning.
- 4. Readiness to learn:** adults typically become ready to learn when they experience a need to cope with a life situation or perform a task.
- 5. Relevance to real life problems:** adults prefer learning that is practical and problem-oriented.
- 6. Motivation:** the best motivators are internal rather than external goals, including the desire for personal growth, for improved quality of life or for increased job satisfaction.

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## Why is collaboration an important goal for Accredited PL?

### Collaboration adds a valuable dimension to PL

Providers of PL programs are asked to consider how the program supports:

- shared vision and values
- meaningful teams
- time for collaboration
- widespread leadership
- evidence based decisions
- building capability of teams
- assessment of progress
- collective agreements
- cross team collaboration
- increased knowledge base of teams
- celebrations of successful collaboration.<sup>2</sup>

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<sup>1</sup> Holton, E. F., Swanson, R.A., & Naquin, S. (2001). *Andragogy in practice: Clarifying the andragogical model of adult learning*. Performance Improvement Quarterly, 14 (1), 118-143.

<sup>2</sup> Dufour, R., Dufour, R., Eaker, R. & Many, T. (2010). *Learning by Doing: A handbook for professional learning communities at work*. Solution Tree Press , Bloomington IN, USA

## Other responsibilities of Program Providers

### Nomination of Delegates for Program Accreditation and Confirmation of Attendance

Recognised Providers must nominate and maintain delegations for staff administering PL accreditation functions on the TQI portal. A nominated delegate also confirms teacher attendance at any Accredited PL you provide.

### External Providers

External providers can have a maximum of six delegates (two primary, two accreditation and two administration).

### ACT Schools, ECEC Services and Teacher Employers

Schools and teacher employers can nominate up to five Primary delegates and up to 15 additional accreditation delegates to apply for program accreditation and confirm attendance records.

### Keep Delegation Access Current

Delegate information must be maintained due to privacy. Only primary delegates can add and delete other delegates.

It is advisable to have a minimum of two primary delegates. All school based providers must have their school principal as a primary delegate.

Within ACT schools, principals can request that an administration delegate have access to the Registration report to assist with monitoring WwVP expiry dates and registration status.

Roles and Responsibilities of PL Delegates	PRIMARY DELEGATE Principal / Deputy or Assistant Principal, Service Director	PL ACCREDITATION DELEGATE Deputy, Coordinator, Faculty Head, Middle Manager, Room Leader	ADMINISTRATION DELEGATE
	Schools/Employers maximum of 5 delegates. <b>1 must be the Principal</b>	Maximum of 15 Delegates	Maximum of 5 Delegates
Manage Delegate Details	✓		
Apply for Program Accreditation	✓	✓	
Confirm Attendees	✓	✓	✓
Access to Registration Report <i>Schools, ECEC Services and Teacher Employers Only</i>	✓		✓ ON REQUEST

## Confirmation of Attendance

Recognised Providers are required to collect participant names, TQI registration numbers and participant signatures and upload the record of attendance to the TQI portal.

Providers must confirm attendance promptly as teachers will not be able to access the evaluation and reflection questions until their attendance has been confirmed. This administrative task needs to be completed within **10 working days** of the program being delivered. Once the delegate has confirmed a teacher's attendance, the record will appear on the

teacher's individual TQI profile. The teacher can then access the fields for submitting an evaluation and a professional reflection for the PL.

Recognised Providers can only confirm a teacher's attendance once, even if the program is re-accredited for a further 12 months.

Providers of online programs must collect participant names and TQI numbers and upload the record of attendance with a disclaimer saying they attest that the following participants completed the program.

### Confirming Attendance

This administrative task needs to be completed within **10 working days** of the program being delivered.

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## Maintenance of Records

All Recognised Providers must maintain their own records. Signed attendance records for Accredited Programs need to be retained for a period of 18 months after the date the activity was completed for auditing purposes.

## Privacy

All providers are expected to be aware of and adhere to the Territory Privacy Principle 5 (TPP 5) notice for the collection of personal information, in accordance with the *Information Privacy Act 2014*.

The notice is available online at [registration.tqi.act.edu.au/privacy](https://registration.tqi.act.edu.au/privacy)



## The Role of TQI in Accrediting PL

### Assessing and Accrediting PL

The ACT Teacher Quality Institute Act 2010 specifies that TQI is responsible for the accreditation of teacher professional learning programs and must assess the educational and management capacity of program providers. The accreditation process is designed to ensure consistency and quality of all Accredited Programs being offered. The Professional Learning and Development Committee (PLAD) provides advice and recommendations to the Chief Executive Officer and the TQI Board in relation to the accreditation of programs for teachers.

### Keeping a Register of Accredited Programs

Section 71 of the Act and section 19 of the TQI Regulations require TQI to keep a public register of all accredited teacher education programs. To meet this obligation, TQI provides a searchable online register, available from the Teacher Portal and the TQI public website, which contains:

- details about TQI Accredited Programs
- information on accreditation status – whether programs are currently accredited, conditionally credited, suspended or cancelled.

### The Evidence Based Evaluation

This Process enhances the quality of professional learning being offered to ACT teachers.

The evaluation requirements are prescribed in the *ACT Teacher Quality Institute (Continuing Professional Learning and Development for Approved Teachers) Direction 2014 – 53, 4 (c)* made under section 38 (2) of the Act.

### Official Accreditation logo for advertising purposes

When a program is accredited, the Recognised Provider will receive the official accreditation logo to use on promotional material. It is a strict liability offence to advertise a program as accredited without official approval.

Providers are encouraged to provide TQI with an A4 PDF flyer to be published on the TQI events page of the TQI portal.

### Evaluation and Renewal of Accreditation

Evaluation is an essential part of the TQI accreditation process. For quality assurance purposes, teachers must complete a TQI online evaluation for all Accredited Programs in their TQI PL profile in a timely manner.

**In the TQI online evaluation, teachers are asked to rank their level of agreement with the following statements:**

- The program effectively addressed the *Australian Professional Standards for Teachers* or *Australian Professional Standard for Principals*.
- I gained useful knowledge and understanding through participating in this program.
- The content of the program was appropriate and helpful for my practice.
- The program description accurately reflected the content delivered and intended learning outcomes for participants.
- The program provided an effective learning experience.

**They are also asked to provide qualitative answers to the following questions:**

- What aspects of the program will be most useful?
- How could the program be improved?
- Other comments about the program?. (*Optional*)

## Feedback to Providers

Providers have access to a de-identified summary of the evaluations. Providers may also wish to collect their own feedback forms at the end of a program, but this is optional for providers.

## Monitoring and response to Participant Evaluation

Providers have access to a de-identified summary of the evaluations for each program. Evaluations are monitored by TQI and Recognised Providers are expected to take account of feedback in subsequent program design. Patterns of unsatisfactory program

feedback that emerge from the evaluation data may result in the suspension or cancellation of accreditation.

The evidence based teacher evaluations, directly impacts the future quality and availability of accredited programs being offered to ACT teachers. Providers are expected to obtain a minimum of 75% of evaluations for each program submitted prior to re-submitting the program for approval the following year.

Providers are requested to remind participants to complete the online evaluation in a timely manner to enable real time access to valuable data and feedback about the program. It is a legislative requirement for teachers to submit a TQI online evaluation for all Accredited Programs in their TQI PL profile.

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## Suspension or Cancellation of Accreditation

**TQI may suspend or cancel the accreditation of a PL program if:**

- evaluations indicate that the program does not meet the program accreditation criteria or
- the Recognised Provider does not have the educational and management capacity to deliver Accredited Programs and has been unable to rectify the problem.

If a program is denied accreditation, the provider will be notified in writing of the reasons for the proposed refusal to accredit and invited to provide a written response to TQI within 14 days.

## Right of Appeal

TQI will give the provider concerned notice whenever it makes a reviewable decision. A decision to deny program accreditation or renewal of accreditation is a reviewable decision under the Act. In the first instance, a Recognised Provider who is dissatisfied with a decision by TQI should seek reconsideration by TQI. If still dissatisfied, the Recognised Provider may appeal to the ACT Civil and Administrative Tribunal for a review of the decision.

**The TQI portal is closed for submissions of applications between 14 December until 14 January each year to ensure that programs are assessed and approved ready for the Professional Learning week in January.**

**Providers have access to apply for re-accreditation from October to 31 December each year.**

# TQI Accredited Programs for PL

For the purposes of professional registration, a Teacher Education PL Program must meet the required Standards and criteria, be designed and delivered by a Recognised Provider and be a minimum of two hours in duration.



## Applications can be made at any time

Program Providers must allow at least three weeks between submission of a proposed Accredited Professional Learning Program and the date when you expect to deliver it, as processing time can take up to twenty working days.



## Programs are Accredited for the Calendar Year

There is a possibility of a one-year renewal dependent on program evaluations. **Note:** There is no guarantee that all programs submitted by a Recognised Provider will be accredited.



## Capacity of the Provider will be Assessed

TQI will assess the educational management capacity as part of the evaluation process. Providers are expected to make changes based on the evaluation feedback and to confirm attendance within 10 working days of the program being delivered.



## Teachers can only attend a Program once

Programs submitted for re-accreditation are for new participants only. If the program is being delivered again but with significant changes or is the next phase/stage of the program, a new application is required.



## Accredited Programs can be Advertised

Once a program has been accredited the official logo can be used for advertising purposes. Providers receive a copy of the logo on approval advice of each application.

All accredited programs are listed on the online Register of Accredited Programs found on the TQI website and the Portal. This register is updated weekly. Only non-accredited programs can be recorded as Teacher Identified.