BACKGROUND AND OVERVIEW OF THE AWARDS, 2002

OVERVIEW
The Quality Teaching Awards are open to permanent, part-time and casual government and non-government preschool, early childhood, primary, secondary, university and TAFE teachers. The awards are conducted by the Australian College of Education, a national professional association, and presented by the NSW Minister for Education and Training, the Hon. John Watkins MP. The Quality Teaching Awards recognise and applaud accomplished teaching practice through a rigorous process involving referees’ reports, professional learning portfolios and workplace visits. Teachers participate in the awards on a voluntary basis.

BACKGROUND
In July 2000 at an international conference of the Australian College of Education, the then NSW Minister for Education and Training, the Hon. John Aquilina, announced he would make available to the NSW Chapter of the College funding ‘to recognise and applaud the best teachers in our schools and learn from them’. Subsequently, the NSW Chapter of the College developed a new prestigious award and research project to achieve these aims. Some 57 teachers received an inaugural Quality Teaching Award from Minister Watkins at a function at Government House, Sydney, on the 30 November, 2001. The Minister indicated his strong support for the awards in 2002.

NUMBER OF AWARDS
In 2002, up to 60 awards will be made to teachers from educational institutions across NSW. There are, of course, other awards offered through employing authorities, professional associations and community groups as public recognition of teachers and the quality of their work. This is to be encouraged. It is possible and permissible for a teacher to win more than one award in a year. However, it is not possible for a teacher to receive more than one Quality Teaching Award.

PRESENTATION
The awards will be presented in November at a function jointly hosted by the NSW Minister for Education and Training and the NSW Chapter of the Australian College of Education.

Awards will be in the form of a testamur from the Australian College of Education presented by the NSW Minister for Education and Training, and an award of $500 provided by The Daily Telegraph. Awardees, where not members of the Australian College of Education, will be granted one year’s free membership of the College, whilst those already members will receive an equivalent amount of credit towards purchase of College professional resources.
ELIGIBILITY
The Quality Teaching Awards are open to permanent, part-time and casual teachers in NSW government and non-government pre-schools, early childhood centres, primary and secondary schools, TAFE institutes and universities. Qualities of excellence in teaching as measured against the published criteria for the awards (see below) need to have been demonstrated over at least three years. Where those nominated are in promotion positions or other areas of responsibility, focus will still be on demonstration of high quality teaching expertise.

NOMINATION
Nomination, using the official nomination form, can be made by teachers themselves through self-nomination or from other teachers, educators, students, community or industry members by the closing date of Friday, 12 April 2002. Where nominated by others, nominees must agree to their names being submitted and must sign the nomination form. Where fax or email is used, the original, signed copy must be received by post by 19 April.

SELECTION PROCESS
There are five stages in the selection process for the Quality Teaching Awards, with the stated criteria being utilised for assessment at each stage.

Stage 1: Nomination of the candidate by three nominators. The form in this document is to be used.

Stage 2: Preparation of confidential referees’ reports by the nominators. The forms for this are provided by the College to the nominee who then forwards one to each of his or her nominators. Nominators return their reports directly to the College. The College is unable to follow up missing referees’ forms. The Nominee should ensure these have been submitted by consulting his or her referees. Missing referees’ reports will disqualify the nominee at this stage.

Stage 3: Preparation of a professional learning portfolio by the nominee using the guidelines provided.

Stage 4: Assessment of referees’ reports and professional portfolios by sub-groups.

Stage 5: Site visits to the workplace of short-listed applicants after the assessment processes in stages 4.

The ways in which these stages develop are outlined below.

1. The official Nomination Form is completed and forwarded to the Chair of the relevant sub-group for the stage of education, Quality Teaching Awards, Australian College of Education, NSW, by Friday, 12 April 2002. The addresses of the sub-group Chairs are on the nomination form. Where fax or email is used, the original, signed copy must be received by post by 19 April. Information required on the form includes the name and contact details of the teacher being nominated and his/her signed permission for the nomination. The names, contact details, and signatures of three nominators to also act as referees need to be provided. One referee must be a workplace or organisation supervisor. The other two referees may be selected from those listed under ‘Nomination’ above.

2. Nominees are asked to forward the Referee’s Report provided by the College to their referees. Referees are then asked to confidentially rate the nominee against each of the stated criteria. There is provision for referees to make open-ended comments about the nominee’s suitability for the award. Referees return these directly to the relevant College sub-group chair. The College may choose to contact referees for further information concerning the nomination. Referees’ reports are required by Friday, 19 July 2002.

3. Each person nominated will be asked to prepare and submit a professional learning portfolio. The guidelines in this document assist in this regard.

4. The sub-groups of the NSW Chapter of the Australian College of Education will assess the professional learning portfolio using the stated criteria and guidelines. Members of the sub-groups are drawn from early-childhood, primary, secondary, TAFE and university contexts. There are no quotas for the various education sectors or stages although it is hoped to have a representative spread of teachers for the final award winners.

5. The closing date for submission of portfolios is Friday, 19 July 2002. Late submission of either referees’ reports or portfolios will disqualify the nominee.

6. Small teams of ACE members consisting of members of the steering committee, co-opted winners of the 2001 Quality Teaching Awards, or other co-opted educators will visit each short-listed nominee during the period from 1 August to 27 September 2002. Teachers will be observed teaching at least two sessions/classes/lessons/tutorials and interviewed. Other interviews will also be carried out with students, other staff and community or industry representatives as appropriate. Data gained in this way will be pooled and analysed as part of the research component of the Quality Teaching Awards. Nominees organise the program for
the day, including observations of teaching sessions, in keeping with guidelines provided by the steering committee.

7. Final award recipients will be selected after the site-based visits.

8. Feedback will be provided, on request, by sub-group chairs to unsuccessful nominees.

**CRITERIA**

At all stages, the following set of criteria will be deployed in arriving at judgments. They are adapted from the descriptors suggested for accomplished teaching proposed in the National Discussion Paper *Standards of Professional Practice for Accomplished Teaching in Australian Classrooms* released under the auspices of the Australian College of Education, the Australian Association for Research in Education, and the Australian Curriculum Studies Association.

Accomplished teachers in Australia demonstrate their expertise by

- having a broad, deep, and critically aware knowledge, understanding of and enthusiasm for the intellectual content, discourses, and values associated with disciplines from which the subjects (or curriculum areas) they teach are derived and as appropriate to the specific contexts within which they teach
- being both transmitters and critical interpreters of the knowledge, understanding, skills, and values associated with their subject areas, recognising that knowledge is often contestable; and by developing programs that fully implement the aims and objectives of the relevant curriculum
- enjoying teaching students and by holding the highest expectations of what each student is capable of achieving: being aware of the individual needs, interests, capacities of their students; and challenging their students accordingly by inspiring, motivating, correcting, and supporting their students, even in the face of temporary or apparent failure
- treating all students justly and equitably: recognising and appreciating the range of values held by individuals as well as within families, groups, cultures, and the wider school community; and abiding by all statutory, legal, and ethical obligations incumbent upon them as teachers
- having a sense of humour and being able to empathise with their students
- exemplifying the qualities that they seek to inspire in their students: including intellectual curiosity and rigour, tolerance, fairness, common sense, self-confidence, respect for self and others, empathy, compassion, appreciation of diversity, and acknowledgment of cultural differences
- being reflective practitioners who critique the impact of their teaching and professional values upon students, colleagues, and others in the wider learning community: by having a critical awareness of the role played by their own educational, social, cultural, religious, financial and other background experiences; and how these experiences may have helped to shape their own values, their approach to teaching, and their assumptions about education
- displaying adeptness and discernment in the creative use and critical evaluation of information technologies for assisting their own teaching and in advancing the learning of their students
- providing regular, accurate feedback to students and monitoring the growth in students’ learning: not only to assist in the assessment of students’ growth as a basis for reporting each student’s achievements against the required learning outcomes regarding what students know, understand, can do, and value as specified by the formal curriculum; but also as a means of judging the effectiveness of their own teaching
- demonstrating excellence in the practical, pragmatic craft of teaching and in managing a learning environment that is interesting, challenging, purposeful, safe, supportive, positive, and enjoyable: which fosters co-operation and collaboration, independence, responsibility, and creativity
- exercising high communication and interpersonal skills
- being committed to their own professional development: seeking to deepen their knowledge, sharpen their judgment, expand their teaching repertoire, and to adapt their teaching to educationally sound developments arising from authentic research and scholarship
- exercising educational leadership: working collaboratively with their colleagues; and helping to ensure that the essential goals of their own educational institution are met
- taking due account of the educational implications of the community’s cultural diversity: in particular, by including within their teaching those indigenous issues and perspectives necessary to help achieve reconciliation between indigenous and non-indigenous Australians; and by being sensitive and responsive to the educational issues generated by and within Australia's multicultural society within the context of continuing to develop a socially cohesive Australian society.
It is not expected that every nominee will be outstanding on every single criterion.

NOMINATION FORMS
The Nomination Form for the *Quality Teaching Awards* follows. Additional copies of the Nomination Form are available on the ACE, NSW Chapter Web Page: http://www.austcolled.com.au/nsw/ [see Projects].

INQUIRIES
Inquiries about the *Quality Teaching Awards* can be addressed to the Chairs of the sub-groups for the relevant stage of education. General inquiries can be addressed to:

The Chapter Secretary
Australian College of Education, NSW Chapter
PO Box 3023
Rhodes, NSW 2138  ph/fax: 02 97433765
Email: AFP2Settlers@bigpond.com

NSW QUALITY TEACHING AWARDS STEERING COMMITTEE
Further information is available from any of the following members of the Steering Committee.

- Dr Paul Brock
  Ph 02 9561 8401 paul.brock@det.nsw.edu.au
- Dr Mel Bergin (Executive Officer)
  Ph 02 9440 0178
- Helen Cannon
  Ph 02 9568 8227 helen.cannon@ceo.syd.catholic.edu.au
- Professor Steve Dinham, (NSW Chapter President, ACE)
  Ph 02 4736 0275 s.dinham@uws.edu.au
  *After 5 April 2002:*
  School of Education
  University of New England
  Armidale 2351
  Ph  02 67735081 email sdinham@pobox.une.edu.au
- Tracey Hayne *(Chair, Primary Sub-group)*
  Principal
  Narellan Vale Public School
  Waterworth Drive
  Narellan Vale 2567
  Ph 02 4647 5291  Fax: (02) 4647 4507 tracey.hayne@det.nsw.edu.au
- Rae Mitchell (NSW DET, Secondary)
  Principal
  Smiths Hill High School
  Gipps St
  Wollongong 2500
  Ph 02 42294266  Fax 02 42265104 rae.mitchell@det.nsw.edu.au
- Glynis Jones
  Independent Education Union
  Ph 02 9202 2600 glynis@nswactieu.labor.net.au
- Dr Norman McCulla
  Ph 02 9886 7768 norman.mcculla@det.nsw.edu.au
- *(To be advised) (NSW Teachers’ Federation)*
- Allan Peterson (NSW Chapter Secretary, ACE)
Dr Phil Lambert (Chair, Early Childhood Sub-group)
Director, Early Childhood and Primary Education
NSW Department of Education and Training
35 Bridge Street
SYDNEY NSW 2000
Ph 02 9561 8311
phil.lambert@det.nsw.edu.au

Dr Catherine Scott (Chair, University Sub-group)
School of Education and Early Childhood Studies
University of Western Sydney
Penrith Campus
Locked Bag 1797
SOUTH PENRITH DC NSW 1797
Ph: 02 47360732
After March 2002:
Ph 041 6275591
c.scott@uws.edu.au

Robin Shreeve (Chair, TAFE Sub-group)
Deputy Director-General (TAFE)
NSW Department of Education and Training
Level 2, 35 Bridge Street
SYDNEY NSW 2000
Ph 02 9561 8150
robin.shreeve@det.nsw.edu.au

Barbara Stone (Chair, Secondary Sub-group)
Principal
MLC School
Rowley Street
BURWOOD NSW 2134
Ph 02 9747 1266
bstone@mlcsyd.nsw.edu.au

For further information on the Australian College of Education, see: http://www.austcolled.com.au/
New South Wales Chapter

NSW MINISTER FOR EDUCATION AND TRAINING
&
THE AUSTRALIAN COLLEGE OF EDUCATION

QUALITY TEACHING AWARDS
‘Learning From and Recognising Our Best Teachers’
Sponsored by

NOMINATION FORM

Qualities of excellence in teaching, as assessed against the published criteria, need to have been demonstrated by the nominee over at least three years. Where those nominated are in promotion positions or other areas of responsibility, focus will still be on demonstration of high quality teaching expertise.

CLOSING DATE FRIDAY, 12 APRIL 2002

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SIGNATURE OF PERSON BEING NOMINATED: ________________________________

REFEREES

1. Three referees are required to complete this Nomination Form.
2. One referee must be an education workplace or institution/organisation supervisor of the person being nominated. Other referees can be a student, parent, community or industry member, or fellow educator.
3. Referees will be asked to complete a written Referee’s Report and to forward it to the College on a confidential basis by the stipulated date. Referees may be contacted on a confidential basis to provide further information on aspects of the nomination as required.
### FIRST REFEREE [Education work place or Institution Supervisor]

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### SECOND REFEREE - [Circle one]

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### THIRD REFEREE - [Circle one]

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### SUBMISSION OF NOMINATION FORM

The Nomination Form needs to be lodged by post, fax or email with the Chair of the relevant sub-group by **Friday, 12 April 2002**. Where fax or email is used, the original, signed copy must be received by post by **19 April**.
GUIDELINES FOR NOMINEES PREPARING A PROFESSIONAL LEARNING PORTFOLIO

Once nominated, nominees are invited to enter the next stage of the NSW Quality Teaching Awards. In this stage, each nominee is asked to prepare and submit a professional learning portfolio centred on the stated criteria for accomplished teaching. The guidelines, which follow, have been prepared to assist you in the preparation of your professional learning portfolio.

The integration of work and learning is an important element of professional development as a teacher and a key concept for learning communities and organisations. By compiling a portfolio, nominees have an opportunity to:

• provide a window into his or her professional practice
• demonstrate professional accomplishment
• give insights into what accomplished teachers know, understand, can do, and value
• lead to the enhancement of the professional learning and quality improvement within your workplace.

Successful applicants in the 2001 program spoke highly of the value of preparing their portfolios.

SUBMISSION OF PORTFOLIOS
The closing date for the submission of the professional learning portfolio is Friday 19 July 2002, lodged with the Chair of the relevant sub-group.

THE CONTENTS OF YOUR PROFESSIONAL LEARNING PORTFOLIO
The essential components of your portfolio are as follows:

1. A cover page
2. A table of contents
3. A career map
4. A statement of your professional beliefs and values
5. Some observations on the context of your teaching
6. Evidence of your professional accomplishments as they relate to:
   (a) curriculum content
   (b) pedagogy
   (c) assessment and reporting of student learning
   (d) professional values, learning and development.

OUTLINE OF THE ESSENTIAL COMPONENTS
1. Cover page
   This provides details about you including your name, address for correspondence, workplace, position and contact details including telephone number, postal address and e-mail.

2. Table of contents
   This acts as a quick guide to your readers regarding what has been included in your teaching and learning portfolio and, ideally, why.

3. Career map
   This is your professional biography; a journey of your professional career to date. Limit this to one page. Do not try to include everything but identify key moments that contributed to your professional learning and growth and achievement. The career map may not necessarily be linear; it may be in a graph or some other pictorial form.

4. Statement of your professional beliefs and values
   This provides an indication to the reader on the basis upon which you carry out your professional work. What are the key points that underpin your work as a teacher? How do you see your role as a teacher? What do you value in your teaching? What do you believe are desirable features of class and school/workplace teaching and learning practices?
5. Observations on the context of your teaching
This tells something about where you teach as it relates to characteristics of your students, the nature of your workplace and the expectations of the communities you serve. It also shows how your professional beliefs and values translate to specific goals and strategies for these students.

6. Evidence of your professional achievement as it relates to each of the four domains described below.
This is the key section of your portfolio in which you clearly address the stipulated criteria outlined on page 3 of this document. While there is an understandable inter-relationship among many of these criteria, the following domains provide a useful structure for your portfolio.

(a) Curriculum content
- How and in what ways have you demonstrated a deep and critically informed understanding of, enthusiasm for, and engagement with the content of the areas that you teach?
- What will you include in your portfolio to demonstrate this understanding of, enthusiasm for and engagement with such content, and why?

(b) Pedagogy
- How and in what ways have you effectively engaged students in their learning and developed pedagogical strategies to enhance students’ learning outcomes?
- What will you include in your portfolio to demonstrate these pedagogical strategies, and why?

(c) Assessment and reporting of student learning
- What have been the outcomes of students’ engagement in learning?
- How and in what ways has the learning been demonstrated and validated and reported?
- What will you include in your portfolio to demonstrate the outcomes of student learning, and why?

(d) Professional values, learning and development
- How and in what ways have you demonstrated commitment to:
  - your own professional values?
  - your own professional learning?
  - the sharing of your learning with colleagues?
- What will you include in your portfolio to demonstrate growth in your professional learning and values, and the influence which these have had on others?

ABOUT PROFESSIONAL LEARNING PORTFOLIOS
The notion of a professional learning portfolio is not new. Portfolios have been used in other professions for some time. In education, there are an increasing number of teachers who are now developing portfolios in their work. Examples include those developed in initial teacher education and early career stages, those constructed in preparation for educational leadership, those designed for practitioner research, and those prepared for award programs that recognise professional excellence.

A professional learning portfolio has been described as:

> a compilation of evidence which demonstrates the acquisition, development and exercise of knowledge and skills in relation to your work practice. (Retallick and Groundwater-Smith, 1996)

> a structured collection of teacher and student work created across diverse contexts of time, framed by reflection and enriched through collaboration, that has as its ultimate aim the advancement of teacher and student learning. (Wolf and Dietz, 1998)

Portfolios are used for a number of purposes such as to:

- give insights into accomplished teaching practice
- assemble a career record
- assist in applications and promotion for a position
- record continuing professional development
- reflect on past practice
- assist self-evaluation
- celebrate growth and achievement
• acquire new skills
• formalise key experiences
• gain recognition/accreditation by external organisations
• help and encourage others.

The purposes for which portfolios are prepared determine their structure.

**CONSTRUCTING YOUR PROFESSIONAL LEARNING PORTFOLIO**

A professional learning portfolio goes beyond the traditional *resume* or *curriculum vitae*. These document a person’s career experience. For the purpose of these *Quality Teaching Awards*, the defining characteristic of the portfolio is to demonstrate excellence in teaching. A portfolio is, essentially, a collection of evidence that demonstrates the knowledge, understanding, skills and professional values that find expression in your teaching practices. It can include:

- lesson plans
- student assignments
- teacher’s written descriptions
- professional journals and other forms of reflective practices
- video tapes
- electronic entries
- formal evaluations by supervisors
- supporting statements
- letters of recommendation from peers, supervisors, students, parents, members of the wider community
- awards and prizes
- outcomes of evaluations
- supporting materials
- details of professional learning that has been undertaken.

A professional learning portfolio is more than a miscellaneous collection of artefacts. Careful selection against defined criteria is the key. To provide the evidence of your learning, you will need to be selective and take care that you do not leave your reader drowning in data. You will need to consider what is the most significant entry for each category and how each entry adds value to your portfolio and assists in demonstrating your accomplishment as a teacher. Ideally, your portfolio will demonstrate your accomplishments over an extended period. It can be constructed electronically; or through a combination of electronic and other forms of media, and hard copy; or hard copy only.

One of the most important aspects of constructing a portfolio is that it can clearly show evidence of learning through reflection. This means that you will need to have an inquiry orientation to the construction of your portfolio, constantly asking and responding to the question "how am I demonstrating excellence and accomplishment as a teacher?"

**DEMONSTRATING ACCOMPLISHED PROFESSIONAL STANDARDS**

In thinking through what you might include in Section 5 of your portfolio, you need to focus on the criteria that are used in determining the Awards (See page 3). The criteria have been grouped below under four headings for ease of reference in preparing your portfolio.

(a) **Curriculum content**

*Accomplished teachers demonstrate their expertise by:*

- having a broad, deep, and critically aware knowledge, understanding of and enthusiasm for the intellectual content, discourses, and values associated with disciplines from which the subjects (or curriculum areas) they teach are derived and as appropriate to the specific contexts within which they teach
- being both transmitters and critical interpreters of the knowledge, understanding, skills, and values associated with their subject areas, recognising that knowledge is often contestable; and by developing programs that fully implement the aims and objectives of the relevant curriculum.

(b) **Pedagogy**

*Accomplished teachers demonstrate their expertise by:*

Quality Teaching Awards, 2002
• enjoying teaching students and by holding the highest expectations of what each student is capable of achieving: being aware of the individual needs, interests, capacities of their students; and challenging their students accordingly by inspiring, motivating, correcting, and supporting their students, even in the face of temporary or apparent failure
• having a sense of humour and being able to empathise with their students
• displaying adeptness and discernment in the creative use and critical evaluation of information technologies for assisting their own teaching and in advancing the learning of their students
• demonstrating excellence in the practical, pragmatic craft of teaching and in managing a learning environment that is interesting, challenging, purposeful, safe, supportive, positive, and enjoyable: which fosters co-operation and collaboration, independence, responsibility, and creativity
• exercising high communication and interpersonal skills
• taking due account of the educational implications of the community's cultural diversity: in particular, by including within their teaching those indigenous issues and perspectives necessary to help achieve reconciliation between indigenous and non-indigenous Australians; and by being sensitive and responsive to the educational issues generated by and within Australia's multicultural society within the context of continuing to develop a socially cohesive Australian society.

(c) Assessment and reporting of student learning

**Accomplished teachers demonstrate their expertise by:**

• providing regular, accurate feedback to students and monitoring the growth in students' learning: not only to assist in the assessment of students’ growth as a basis for reporting each student’s achievements against the required learning outcomes regarding what students know, understand, can do, and value as specified by the formal curriculum; but also as a means of judging the effectiveness of their own teaching.

(d) Professional Values, Learning, and Leadership

**Accomplished teachers demonstrate their expertise by:**

• exemplifying the qualities that they seek to inspire in their students: including intellectual curiosity and rigour, tolerance, fairness, common sense, self-confidence, respect for self and others, empathy, compassion, appreciation of diversity, and acknowledgment of cultural differences
• treating all students justly and equitably: recognising and appreciating the range of values held by individuals as well as within families, groups, cultures, and the wider school community; and abiding by all statutory, legal, and ethical obligations incumbent upon them as teachers
• being reflective practitioners who critique the impact of their teaching and professional values upon students, colleagues, and others in the wider learning community: by having a critical awareness of the role played by their own educational, social, cultural, religious, financial and other background experiences; and how these experiences may have helped to shape their own values, their approach to teaching, and their assumptions about education
• being committed to their own professional development: seeking to deepen their knowledge, sharpen their judgment, expand their teaching repertoire, and to adapt their teaching to educationally sound developments arising from authentic research and scholarship
• exercising educational leadership: working collaboratively with their colleagues; and helping to ensure that the essential goals of their own educational institution are met.

The accomplished teaching criteria should be seen as inter-dependent: not reducible to a lock-step ‘tick-a-box’ set of reductionist or decontextualised ‘competencies’; not comparatively ‘weighted’ between or among the various characteristics of accomplishment; and not listed in any necessary order of precedence. Rather, they attempt to highlight and identify aspects of the wholistic complex of knowledge, understanding, skills and professional values that characterise outstanding teaching.

It is not expected you will be outstanding on every single criterion. Your portfolio should, however, address each of the four domains of accomplishment, guided by each of the criteria within them.
ASSESSING YOUR PORTFOLIO

Your portfolio will be assessed with regard to the extent that it demonstrates professional accomplishment as a teacher.

Portfolios will be assessed by members of the Sub-groups convened by the Australian College of Education. Because the construction of a portfolio is such an individual matter, is undertaken voluntarily, and because we are all still learning from each other about the concept, it is reasonable to expect that a wide range of approaches will be used by nominees. The organising committee encourages this diversity. Each portfolio should give substantial insights into your teaching practice.

The processes employed in assessing each portfolio against the published criteria will include:

- validity- does the evidence demonstrate what it claims to?
- authenticity – has the evidence been verified as genuine?
- reliability – is the evidence sound enough to ensure that different assessors would reach similar conclusions?
- currency - is the evidence relatively recent?
- sufficiency – is there sufficient evidence to justify the claims being made?

(Retallick and Groundwater-Smith, 1996.10)

All portfolios will be returned to applicants at the completion of the assessment process. Sub-group assessors will respect the confidentiality of the nominee and the information and material he or she provides.

IN SUMMARY

The construction of portfolios for the Quality Teaching Awards in 2002 will contribute substantially to our further learning about this key component of teacher professionalism. It demonstrates to others in the profession and in the general community why you are an accomplished teacher and some of the outcomes of your achievements to date. The contribution you make in preparing your portfolio for the Quality Teaching Awards plays an important part in its own way to further improving quality teaching in your workplace and across NSW.

REFERENCES


CLOSING DATE FOR SUBMISSION OF PORTFOLIOS IS FRIDAY, 19 JULY 2002
2001 QUALITY TEACHING AWARD RECIPIENTS

Early-Childhood

- Mrs Deborah Arthurs  Cardiff South Public School
- Mrs Noella Mackenzie  Department of Education and Training, Albury District Office

Primary Education

- Mrs Kerry Barker  Monteagle Public School
- Mrs Marian Bell  Mary Immaculate Catholic Primary School
- Mrs Jeanette Brady  Epping Public School
- Mrs Linda Cassidy  St Finbars Catholic Primary School
- Mrs Lorna DeCean  Glenbrook Infants School
- Mrs Christine Easther  Cobbitty Public School
- Mrs Anna Green  Kingsdene Special School
- Mrs Cheralyn Haplin  Rabinovitch Yeshiva College
- Ms Elaine Hankin  Kelso Public School
- Mrs Deborah Holbrook  Toongabbie Public School
- Mrs Lyn Howie  Department of Education and Training, Lismore District Office
- Ms Joanna Lightfoot  St Catherines Junior School
- Mrs Vicki McHenry Bredin  Tara Anglican School for Girls
- Ms Leesa Merifield  Bradbury Public School
- Ms Nicole Power  Bangor Public School
- Mr Neil Rogers  Epping Public School
- Mrs Bronwyn Saunders  Wallabadah Public School
- Mr Robert Schouten  Port Macquarie Primary School
- Ms Kveta Spalding  Whalan Public School
- Mrs Vicki Treble  Gordon East Public School
- Miss Alison Wheeler  Tudor House

Secondary Education

- Mr Steven Bennett  Henry Kendall High School
- Ms Margaret Bowe  Masada College
- Mr James Browning  Kelso High School
- Mrs Daphne Flax  Masada College
- Mrs Daphne Gonzalvez  Sydney Secondary Distance Education Centre
- Mrs Sheila Jackson  Masada College
- Mr Rodney Morrison  Caringbah High School
- Ms Christine Podmore  Randwick Boys High School
- Mr Leslie Quick  James Sheahan Catholic High School
- Ms Jodi Robinson  Lake Macquarie High School
- Ms Jeanette Rothapfel  Maitland High School
- Mrs Beverley Sampford  Henry Kendall High School
- Ms Kim Sutherland  Maitland Grossman High School
- Mrs Deborah York  Barraba Central School
TAFE

- Ms Debra Anderson  Southern Sydney Institute of TAFE
- Dr Colin Bale  New England Institute of TAFE
- Ms Eileen Pui Yee Chau  NSW Adult Migrant English Service
- Ms Catherine Hamill  North Sydney Institute of TAFE
- Mrs Elizabeth Hobbs  Western Sydney Institute of TAFE
- Ms Kay Kanaar  Illawarra Institute of TAFE
- Mrs Nicola Sleeman  New England Institute of TAFE
- Ms Gail Smith  Riverina Institute of TAFE
- Mr Dallas Sutherland  North Coast Institute of TAFE
- Ms Carolyn White  Riverina Institute of TAFE
- Mr David Wilson  Open Training and Education Network, Distance Education

University Education

- Dr Adrian George  The University of Sydney
- Ms Francis Gibson  University of New South Wales
- Dr Michael Harrap  University of New South Wales
- Ms Jennifer Lawless  University of Western Sydney
- Ms Julie Lewin  Australian Catholic University
- Ms Christine Preston  Macquarie University
- Dr Leonora Ritter  Charles Sturt University
- Mr Wayne Sawyer  University of Western Sydney
- Assoc Prof Gerry Turcotte  University of Wollongong