

### EQUIVALENT PRACTICE & EDUCATIONAL LEADERSHIP IN THE TEACHING PROFESSION – NT

**Equivalent Practice** refers to registered teachers who are working in alternative teaching settings or related fields of education but who are not teaching in a primary, secondary or special school. A clear relationship between the work of these teachers and the *Australian Professional Standards for Teachers (APSTs)* at the Proficient career stage or higher, provides a case for equivalent practice.

**Educational Leadership** refers to the work of registered teachers in leadership roles both in and out of schools where the nature of their work has a relationship with the *Australian Professional Standards for Teachers* or the *Australian Professional Standard for Principals*. Educational leaders may not be teaching students, but their work will directly influence teaching and learning in classroom situations.

The following criteria could be used for the assessment of teachers claiming equivalent practice, specifically that the equivalent practice should:

- involve the delivery of accredited/approved curriculum
- assessment of learning levels and learning needs of students
- modification of teaching practice to accommodate learning levels and learning needs of students
- reporting of achievement, feedback on learning and review and reflection on professional practice to improve learning; and
- demonstrate that the teacher could be able to practice proficiently should they return to teaching in a school.

Role	Justification	Evidence
<b>Tertiary educators delivering content in initial teacher education courses</b>	<ul style="list-style-type: none"> <li>• ITE courses are accredited to the APSTs at the graduate level</li> <li>• Work integrally with the APSTs as advocates and incorporation into accredited curriculum</li> <li>• Assessing against the ASPTs</li> </ul>	A clear relationship between the APSTs and the content being delivered needs to be demonstrated

- Instruction on curriculum approved by the Board of Studies
- Work closely with pre-service teachers, teachers and schools
- Make day to day use of the approved curriculum, school based policy and contemporary classroom practice

<b>Principals &amp; Assistant Principals</b>	Whilst not necessarily teaching in the classroom, Principal's and APs contribute to the educative process through their leadership	Demonstration of work as measured against the Australian Professional Standard for Principals
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### Registered Teachers in a Setting Other Than a School

<b>Corporate Agencies</b>	<p>Fully registered teachers working in corporate agencies where there is a clear link to the work they do and the approved curriculum. This could include:</p> <ul style="list-style-type: none"> <li>- Teaching and learning teams supporting teachers in their work with the approved curriculum and educative programs and processes</li> <li>- Educational consultants working directly with teachers and schools</li> <li>- Student services personnel</li> <li>- Developing resources and materials for use by teachers in schools</li> <li>- Research into teaching and learning and the delivery of that knowledge to teachers in schools or other educational corporate staff</li> <li>- Policy development to support and improve teaching</li> </ul>	<p>A clear relationship between the APSTs and the content being delivered, and the role needs to be demonstrated.</p> <p>Work that supports or improves the professional knowledge and practice of teachers in schools and other contexts, can demonstrate a relationship to the APSTs.</p>
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and learning

- Working with teachers either individually or collectively to support and improve their professional knowledge and practice

**Educational leaders who may not be teaching students but their work will directly influence teaching and learning in classroom situations**

They are creating the environment for the teachers they are working with to enable student learning to occur.

Registered teachers working in this area could include:

- Officers of employment sectors, such as the CEO, Department of Education, Independent Schools Association, Christian Schools Association
- Professional Teaching Associations (NT and Australian)
- Education unions such as the AEU or IEU

A clear relationship between the APSTs and the content being delivered, and the role needs to be demonstrated.

Work that supports or improves the professional knowledge and practice of teachers in schools and other contexts, can demonstrate a relationship to the APSTs.

**Education Officers in settings other than schools**

Fully registered teachers who work in a setting other than a school or corporate agency. Their work contributes directly to the approved curriculum and supports both teachers in their work and students in their learning. These could include:

- Wildlife Park Education Officer (not current)
- Parliamentary Legislative Assembly Education Officer (NT &/or Commonwealth) (not current in NT)
- Court Liaison & Education Officer

A clear relationship between the APSTs and the content being delivered, and the role needs to be demonstrated.

Work that supports or improves the professional knowledge and practice of teachers in schools and other contexts, can demonstrate a relationship to the APSTs.