

Certification of Highly Accomplished and Lead Teachers

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1. Overview

The *Teacher Registration (Northern Territory) Act 2004* section 11(1) (ia), states that a function of the Teacher Registration Board of the Northern Territory (the Board) is to support, recognise and certify quality teaching and educational leadership in the Territory.

Certification of teachers at the Highly Accomplished Lead Teacher (HALT) career stage enhances the professionalism of teachers by recognising the quality of their teaching and supporting career progression.

Certification as a HALT in the NT is part of a nationally recognised quality assurance framework that uses the Standards as the criteria for assessment.

2. Purpose

This policy is designed to enable eligible Northern Territory (NT) teachers to achieve National Certification at the Highly Accomplished or Lead Teacher (HALT) career stage of the Australian Professional Standards for Teachers (the Standards). This policy outlines the purpose and principles underlying certification and the assessment process.

The certification of Highly Accomplished and Lead teachers has three primary purposes:

- to recognise and promote quality teaching
- to provide an opportunity for teachers to reflect on their practice
- to provide a reliable indication of quality teaching that can be used to identify, recognise, deploy and reward Highly Accomplished and Lead teachers.

By contributing to teacher quality, the certification of Highly Accomplished and Lead teachers will help to achieve the national goals for schooling, as outlines in the Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians¹.

3. Scope

This policy applies to any teacher in an authentic teaching position, who holds full registration in the NT and meets all eligibility requirements and is seeking certification as a HALT.

This policy should be used by the applicant, the certifying authority, mentors and coaches, principal and delegates and nationally trained assessors to direct the certification process.

This policy should be read in conjunction with:

- The Guide to Certification of Highly Accomplished and Lead Teachers in the Northern Territory.
- The Guide to Renewal of Certification of Highly Accomplished and Lead Teachers in the Northern Territory.
- Evidence Guide: National Certification for Highly Accomplished and Lead Teachers in the Northern Territory.
- Framework for the Certification of Highly Accomplished and Lead Teachers (AITSL).
- *Teacher Registration (Northern Territory) Act 2004*

¹Council of Australian Governments Education Council 2019, *Alice Springs (Mparntwe) Education Declaration*, viewed 27 February 2024

- *Teacher Registration (Northern Territory) Regulations 2004*

4. Definitions

Word / Term	Definition
Applicant	The applicant is the teacher undertaking the national certification process.
Assessors	The individuals nominated by the certifying authority to undertake an assessment of the HALT application. The assessors are external to the school/setting of the applicant and are trained under the National Assessor Training Program.
Certification	Certification is awarded by TRB NT to teachers who provide evidence from multiple sources that is assessed as satisfying professional practice criteria at either Highly Accomplished or Lead teacher career stage as described in the <i>Australian Professional Standards for Teachers</i> .
Certifying Authority	The body managing the certification process. The certifying authority is responsible for implementing and managing the national certification and renewal of certification process in their jurisdiction
Delegate	Should the principal/supervisor be unavailable to fulfil the role outlined below, the principal/supervisor may delegate their responsibilities to an equivalent member of the senior leadership team of the school/setting who has significant knowledge of the applicant's practice.
Descriptors	Provide further illustration of teaching knowledge, practice and professional engagement within each focus area of the Standards, separated into descriptors at four professional career stages
HALT	Highly Accomplished Lead Teacher
Principal/Supervisor	A principal is the person designated by the employing authority as being primarily responsible for the overall control and administration of the school. A supervisor is the person taking responsibility for day-to-day management of the teacher and assessing their performance. Supervisor includes the equivalent position to principal in early childhood settings.
The Standards	The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality and are gazetted by the NT. They comprise of seven Standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping
TRB NT	Teacher Registration Board of the Northern Territory. The TRB NT is the certifying authority in the Northern Territory.

¹Council of Australian Governments Education Council 2019, *Alice Springs (Mparntwe) Education Declaration*, viewed 27 February 2024

5. Policy

5.1 National Recognition

The National Framework for the Certification of HALT (the Framework) ensures certification of teachers is rigorous and based on the Standards, noting that recognition and financial remuneration for teachers may differ depending on employers.

A nationally consistent approach to certification must maintain consistency of standards and judgements across Australia, whilst accommodating the diverse contexts and needs in which Australian teachers work. A nationally consistent approach to certification, following common process, is applied by the certifying body in each jurisdiction.

Certification as a HALT in the NT is part of a nationally recognised quality assurance framework that uses the Standards as the criteria for assessment. Teachers with certification as a HALT from other Certifying Authorities/jurisdictions are recognised by TRB NT once the documentation provided by the applicant is verified.

5.2 Roles and Responsibilities

It is essential that roles and responsibilities regarding the HALT certification process are understood and adhered to, as they apply to the applicant, the certifying authority, mentors and coaches, principal and delegates and nationally trained assessors. A summary of roles and responsibilities can be seen below:

TRB NT	Implement and manage the National certification and renewal of Certification process within the NT.
Assessors	Undertake an assessment of a new certification or renewal of certification application through rigorous and transparent processes. Assessors must have successfully undertaken the national training.
Principal/supervisor or delegate	Ensure they have knowledge and understanding of the certification process and the standards
Mentors and Coaches	Support the applicant to complete the certification process.
The applicant	Take responsibility for their own certification.

Further detail regarding roles and responsibilities are outlined in the *Guide to Certification of Highly Accomplished and Lead Teachers in the Northern Territory*.

5.3 Principles

The certification of Highly Accomplished and Lead teachers is informed by the following principles, as outlined in the AITSL Framework for the Certification of Highly Accomplished and Lead Teachers:

Standards-based: Certification is awarded against the Teacher Standards. It represents an assessment against the Teacher Standards, independent of any use it might then be put to by teachers, their employers, or others.

¹Council of Australian Governments Education Council 2019, Alice Springs (Mparntwe) Education Declaration, viewed 27 February 2024

Student-improvement focused: Certification recognises those teachers who are highly effective in improving student outcomes. Evidence of student outcomes is central to certification processes. Student outcomes are broadly defined and include student learning, engagement in learning and wellbeing.

Development driven: Certification is part of a wider career development approach that includes professional learning, performance assessment and development. Participation in certification processes should be a positive experience for applicants and provide useful feedback that further enhances development and learning, including for those teachers who do not achieve certification.

Credible: Certification is credible when assessments of teacher performance are based on rigorous, valid, reliable, fair and transparent measures and processes. The evaluation of teacher practice will be based on consistent application and moderation of these processes, and multiple methods and sources of evidence. Consistency of judgements will be maintained across the diverse contexts where teachers work, so that context does not disadvantage any applicant.

Evidence-based: Certification processes must be built on nationally and internationally recognised best practice and contribute to the development of evidence about what works in promoting and recognising teacher quality.

Fit for purpose: Certification processes will incorporate the context and perspectives of stakeholders such as employers, certifying authorities/bodies, professional teacher bodies, unions, teachers and relevant educational researchers.

Streamlined: Certification processes will be as streamlined as possible, minimising the administrative burden on applicants while ensuring rigour of assessment against the Teacher Standards. Certification processes should be integrated into teachers' daily practice to help prevent duplication or unnecessary additional work in the application process.

5.4 Renewal of Certification

Certification is granted for a fixed period of five years. Renewal of certification requires a re- assessment against all Standards through written statements and verification by referees who have direct knowledge of the applicant's teaching practice in the period since the original certification. Refer to the *Guide to Renewal of Certification of Highly Accomplished and Lead Teachers in the Northern Territory*.

5.5 Appealing a decision

Applicants who receive an unfavourable decision at Stage 1 or Stage 2 Certification Assessment, or for renewal of Certification, may request an internal review of that decision within 14 days of being notified. Refer to the *Guide to Certification of Highly Accomplished and Lead Teachers in the Northern Territory*.

5.6 Fees

Applicants are required to pay a fee to undertake the certification process.

¹Council of Australian Governments Education Council 2019, Alice Springs (Mparntwe) Education Declaration, viewed 27 February 2024

6. Review

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¹Council of Australian Governments Education Council 2019, Alice Springs (Mparntwe) Education Declaration, viewed 27 February 2024