Northern Territory Government

Department of Employment, Education and Training

Teacher of Exemplary Practice

(TEP)

HANDBOOK

Department of Employment, Education and Training

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The *Teacher of Exemplary Practice Handbook* containing the report proforma templates is available on the DEET website.

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1 Principles of the Scheme

1.1 PRINCIPLES

Teacher of Exemplary Practice (TEP) is a status, awarded by the Northern Territory Department of Employment, Education and Training (DEET), for sustained exemplary teaching performance. Conferral of TEP status, determined on merit, provides increased remuneration and prestige through a career path which is an alternative to the Executive Teacher structure. It is an incentive for DEET to retain exemplary teachers in the delivery and assessment of learning programs and the achievement of quality learning outcomes.

Continuous development of teaching skills in response to changing demands is central to the TEP scheme. The demands are reflected in the scheme's benchmark descriptions and report criteria.

1.2 BENCHMARK DESCRIPTIONS

Benchmark descriptions:

- broadly define responsibilities related to the teaching process expected of TEPs.
- Provide a basis for the report criteria.
- assist TEPs/Principals/Supervisors to define roles and duties in a particular school/office setting.
- assist qualification of TEP levels in relation to exemplary teaching performance, curriculum development and professional development of others.

TEP Level 1	TEP Level 2	TEP Level 3
Duties are defined to include:	**In addition to TEP 1 duties:**	**In addition to TEP 1 and TEP 2 duties:**
• undertake exemplary modelling of teaching and classroom management techniques	• undertake a range of teaching roles which demonstrate and model excellent teaching and learning skills for other teachers in the school	• undertake a wider range and significantly demanding teaching roles as a role model for other teachers in the school and beyond
• contribute significantly to the development and implementation of curriculum in the faculty/section/school, as reflected in classroom practice	• contribute to and accept responsibility for aspects of curriculum development and implementation in the school, as reflected in classroom practice	• undertake leading roles in the development, implementation and evaluation of curriculum programs and policy in the school and beyond
• assist in the professional development of colleagues	• contribute significantly to the school's professional development program	• assume a significant and active professional development role both within and beyond the school
• contribute to meeting identified school needs, as reflected in teaching responsibilities	• contribute significantly in response to school needs with some contribution to system needs	• undertake significant roles in response to school and system needs

The table below presents the concept of growth and development expected of TEPs whilst maintaining exemplary teaching practice within the classroom.

TEP Level 1	**TEP Level 2**	**TEP Level 3**
Class	Class	Class
Emerging whole school focus	Whole School	Whole School
	Beyond school focus	System Focus

1.3 REPORT CRITERIA

TEP report criteria reflect growth and development in key areas relating to professional standing and teaching. These criteria must be supported by evidence (actions), with a clear articulation of what happened (results) and the quality of the value and impact of the evidence (impact verification), (see Section B).

TEP Level 1	**TEP Level 2**	**TEP Level 3**
TEACHING	**TEACHING**	**TEACHING**
Programming and Planning for the classroom	**Programming and Planning for the classroom**	**Programming and Planning for the classroom**
• demonstrated ability and willingness to assist and mentor colleagues with programming, resources and planning teaching strategies	• demonstrated ability to effectively share knowledge from professional development activities on programming and planning of teaching and learning strategies via mentoring and conducting professional development activities at the whole school level and in other contexts	• demonstrated ability to effectively share knowledge from professional development activities and develop initiatives specifically on programming and planning innovative teaching and learning strategies through mentoring, publications and conducting professional development activities at the whole school and system levels
Classroom Management	**Classroom Management**	**Classroom Management**
• demonstrated ability and willingness to assist and mentor colleagues with behaviour management, classroom management and teaching techniques	• demonstrated ability to effectively share knowledge from professional development activities on behaviour management, classroom management and teaching techniques via mentoring and conducting professional development activities at the whole school level and in other contexts	• demonstrated ability to effectively share knowledge from professional development activities and develop initiatives specifically on behaviour management, classroom management and teaching and learning strategies through mentoring, publications and conducting professional development activities at the whole school and system levels

TEP Level 1	TEP Level 2	TEP Level 3
Assessment of student outcomes	**Assessment of student outcomes**	**Assessment of student outcomes**
• demonstrated ability and willingness to assist and mentor colleagues with assessment at the class/subject/school level	• demonstrated leadership role at school and cluster level in monitoring assessment strategies and implementation	• demonstrated effective role in interpreting and developing effective assessment strategies and involvement in their implementation at school and system levels
Evaluation	**Evaluation**	**Evaluation**
• contribution to professional appraisal of self, colleagues and school outcomes	• demonstrated engagement in critical evaluation of professional practice to improve the quality of teaching and learning outcomes for self, colleagues and school, with some contribution to system-wide evaluation	• demonstrated engagement and articulation of critical evaluation of professional practice at school and system levels which leads to improvements in teaching and learning outcomes and systemic initiatives
PROFESSIONAL STANDING	**PROFESSIONAL STANDING**	**PROFESSIONAL STANDING**
Knowledge	**Knowledge**	**Knowledge**
• demonstrated thorough knowledge of relevant learning area(s) and knowledge beyond current area/level to include whole school curriculum	• demonstrated thorough knowledge and understanding of current educational theories and recognised expertise in learning areas beyond area of responsibility	• school and system recognition of curriculum knowledge and expertise, both practical and theoretical, through contribution to school and system-wide curriculum development and implementation
Interpersonal Skills	**Interpersonal Skills**	**Interpersonal Skills**
• demonstrated use of sound interpersonal skills to work effectively and sensitively with teachers, school staff, students and parents both individually and with an emerging team leadership role	• demonstrated use of sound interpersonal skills to work effectively and sensitively with teachers, school staff, students and parents with a developed team leadership role	• demonstrated team leadership skills in varied contexts, with a broad range of people, with successful outcomes at school and system levels
Leadership	**Leadership**	**Leadership**
• willingness to assume leadership roles in the class and school that respond to emerging educational priorities as indicated in the APSI	• demonstrated leadership role in response to school and cluster educational priorities	• demonstrated leadership role in response to school, cluster and systemic educational priorities

2 Assessment Policy and Procedures

- **TEP applicants** are responsible for collating examples of evidence and the results of this evidence in their workplace.

- **Assessment panels** verify the evidence and results and assess the quality of the impact summarised in a report which includes a recommendation as to the conferral or non-conferral of TEP status.

- **Moderation committees** undertake system-wide moderation of all reports and recommend conferral or non conferral to the CE (Chief Executive).

2.1 PRINCIPLES AND AIMS

Principles and aims are:

- that assessment be carried out by a broadly based group of teachers

- that equal regard be given to early childhood, primary, secondary education and vocational education and training throughout DEET

- to encourage teachers to contribute to the establishment and maintenance of their own professional standards

- to provide the basis for career options for DEET teachers who wish to remain in the direct teaching/learning process

- to provide an opportunity for teachers to contribute to the professional development of colleagues who seek advancement in their careers.

2.2 ELIGIBILITY FOR TEACHER OF EXEMPLARY PRACTICE ASSESSMENT

Permanent officers who have completed probation may apply for assessment as follows:

- Applicants for TEP Level 1 assessment should have completed at least **four years** of **full-time teaching** of which at least one year must have been with DEET. Earlier assessment can only commence with a direct recommendation from the principal and approved by the General Manager People & Learning.

- Applicants are strongly advised not to undertake TEP assessment in the first year of placement at a new workplace.

- Applicants applying for Level 2 must have held TEP Level 1 status for at least twelve months prior to applying for assessment at the higher level.

- Applicants applying for Level 3 must have held TEP Level 2 status for at least twelve months prior to applying for assessment at the higher level.

- In exceptional circumstances, the Moderating Committee may recommend an outstanding applicant undertake assessment at the next level in the following year.

For new recruits employed permanently by DEET who hold current Advanced Skills, or equivalent status from another education system

- Applicants must seek approval to be assessed against the DEET TEP program criteria by submitting a detailed request, stating relevant work history and a summary of claims. This should be forwarded through the Assistant Director People and Learning to the CE for approval to proceed.
- If approval is given, applicants must then present verified evidence of their contribution for the past 3 years towards each of the criteria of the TEP program, for the Level they wish to be assessed against.
- A Moderation Committee will be formed to assess the documentation and make recommendations to the DEPUTY CE for approval.
- Direct access may be made to TEP Levels 1and 2 only as these two levels have a predominant school based focus. As TEP Level 3 relies significantly upon DEET system wide networking and recognition, claims for direct access to this level cannot be substantiated.

It must be noted that this assessment does not negate the requirement for the teacher to undertake the Probation process.

2.3 PROMOTION POSITION HOLDERS SEEKING TEP STATUS

- Teachers of Exemplary Practice may act **temporarily** in promotion positions without relinquishing their status. If the salary of the temporary promotion position is higher than the employee's current TEP allowance then the TEP allowance is suspended during the period of higher duties. If the salary of the temporary promotion position is lower than the employee's current TEP allowance then the TEP allowance will be maintained to the current salary level.
- Due to the differences between Executive Teacher responsibilities and Teachers of Exemplary Practice, teachers currently holding promotion positions **substantively**, may apply for TEP at Level 1. If successful they will normally need to seek voluntary adjustment in salary to teacher status (and consequent reduction in salary if applicable) and take up a class teaching position at teacher level for the year immediately after assessment.
- In some exceptional circumstances the CE may allow Executive Teachers currently holding promotional positions to apply for TEP Level 2 assessment. A detailed request, stating relevant work history and claims supported by the applicant's workplace manager should be forwarded through the Assistant Director People and Learning to the CE for approval prior to establishing the assessment panel.

2.4 HOW TEP ASSESSMENT IS CARRIED OUT

- Teachers are assessed on their current performance and on evidence of their performance over at least the past three years. This may include any periods of higher duties at promotional levels.

- The applicant provides evidence of **three** highest quality examples of actions for each of the assessment criteria (termed actions).

- The applicant also provides evidence of the impact or the results of each of these actions (termed results).

- The applicant provides a statement describing the context, action plans and priorities of the workplace relevant to the TEP application (termed statement of context). This assists the Moderating Committee to understand the applicant's workplace environment.

- An assessment panel of three (see Assessment Panel Composition 2.7) seeks verification of the applicant’s current class teaching practice and professional responsibilities from a wide range of colleagues (termed verification of teaching practice).

- This same panel assesses the examples of actions and results of these actions which are submitted by the applicant and makes a qualitative judgment of the impact of this performance on the workplace (termed impact verification). This judgement is related to the criteria and benchmark descriptions for the particular level of the TEP scheme that has been applied for.

- This same panel recommends conferral or non-conferral of TEP status.

- A Moderating Committee moderates the Assessment Panel's report in relation to the established DEET-wide standards as pertaining to the criteria for TEP assessment.

2.5 HOW THE APPLICANT IS ASSESSED

The applicant and the panel are advised to read this section closely in order to gain a clear understanding of the TEP assessment process.

Criteria

Prospective applicants must be aware that access to TEP status is based on the report criteria (see section 1.3) which recognise and emphasise:

- exemplary teaching practice

- the applicant's professional standing

- the applicant's maintenance of exemplary teaching practices over a period of at least three years

The applicant is responsible for collating high quality, relevant examples of actions and results of these actions for each of the TEP report criteria. The assessment panel qualifies the impact of this evidence and the results in relation to the context of the workplace.

Prior to applying for TEP status, it is strongly suggested that the applicant should seek feedback from colleagues via interviews or written statements. The Verification of Teaching Practice form, (see Section B) may be modified and used for this purpose.

It is anticipated that an outcome of the TEP Assessment process would be an ongoing program of professional development for applicants. Guidance as to direction for this development should be provided by the assessment panel and the workplace performance management process.

Evidence

For conferral of TEP status the teacher's performance must be above that expected of a competent class teacher. The fact that a teacher is competent, committed and conscientious, an expectation of all teachers, is not sufficient to gain TEP status. The applicant must provide evidence of three examples of significant actions and results. The particular evidence may be an action that is ongoing.

Amongst other things there should be clear evidence that other teachers:

- recognise the applicant's commitment to his or her students and to teaching, and recognise the impact this has on the workplace
- are aware of and respect the applicant's educational initiatives and contributions within education
- approach the applicant for advice and assistance
- are keen and willing to use the applicant as an exemplary teacher
- are aware of and respect the applicant's educational initiatives and contributions within education

Evidence provided:

- must be in the form of clear concise examples
- must be the highest quality examples
- must describe the actions and results of the applicant’s performance
- must be able to be verified
- may include objective supporting statements from colleagues.

Evidence should not:

- be generalised statements nor be repetitious

Applicants and panels must understand that the report is not a reference type statement which is supportive of the applicant. It is an accurate summary of the highest quality examples of the actions, results and impact the teacher has achieved over a period of at least the past three years. It also contains a qualitative judgment of the impact of the teacher's performance on the workplace.

It is the applicant's responsibility to provide to the panel all evidence of actions and results. The applicant has the right to supply further evidence in response to a panel query and the panel has the right to request further evidence and clarification. Where further evidence and clarification have been obtained, this information must be made available to the applicant for his or her response.

The assessment panel is not responsible for gathering evidence of actions and results. The panel is only responsible for verifying the quality and impact of the evidence provided by the applicant.

Relationship to the Performance Management Program

The performance management program should be closely linked with the TEP program. Individuals may use their regular performance management process to plan, collate evidence, review and confirm their TEP involvement. **Applicants undergoing TEP assessment/re-assessment are not required to undertake the formal performance management process in the year of application.**

- Individuals may use their performance management program to:
- gain feedback as to perceived strengths and professional standing
- formulate goals that satisfy maintenance of the TEP benchmark criteria
- officially record verified achievements and growth
- confirm the direct teaching/learning relationship of TEP status has been maintained
- collate documented evidence for the TEP assessment/re-assessment process
- formulate the required yearly negotiated statement of roles and duties within the workplace.

Performance Management Components	Use in the TEP Program
Feedback	Verification of Teaching Practice form
Planning goals	Yearly negotiated statement
Achievements	TEP evidence and verification
Relationship to workplace plans	Statement of Teaching Context form
Professional development	TEP evidence and verification
Documentation	Verified evidence for TEP and yearly negotiated statement

2.6 APPLICATION

Prospective applicants should carefully read the relevant report criteria and benchmark descriptions (see 1.2 and 1.3). In order to do a self-analysis prior to discussing their intentions with their principal/manager and colleagues, the Verification of Teaching Practice form (2A, Section B) may be used for the purpose of gaining feedback from colleagues.

When teachers believe they are ready for assessment, they should discuss their intentions with their colleagues and their principal/manager. They should then complete an Application for Assessment form (see Section B) and deliver it to the principal/manager by the required date (semester one, week seven).

2.7 TEACHER OF EXEMPLARY PRACTICE ASSESSMENT PANELS

Panel Establishment

In schools with principals of ET4 level or above, the principal will establish assessment panels using teachers from the applicant's own school. In areas of specialist teaching, or where movement of personnel can be seen to disadvantage the applicant, panel members may be selected from other schools or work units, on approval from the Assistant Director People and Learning, or their representative.

In other schools or work locations, the manager (Group School Principal) will establish panels in consultation with principals/supervisors and, if necessary, the Assistant Director People and Learning, or their representative

The composition of all TEP Assessment Panels must be approved by the relevant principal/General Manager.

Assessment Panel Composition

Under normal circumstances panels will be established as follows:

- Chairperson – TEP3, ET4, or above.
- Member – TEP2, ET1 or above – selected by the chairperson in consultation with the applicant.
- Member – any teacher – nominated by the applicant in consultation with the chairperson.

2.8 TEACHER OF EXEMPLARY PRACTICE ASSESSMENT REPORT

This is to be used by new applicants applying for a TEP level and by those TEPs applying for reassessment.

The TEP Assessment Report consists of four sections:

- a verified, current, Curriculum Vitae of stated length (Proforma 3)
- the Verification of Teaching Practice form (Proforma 2A)
- the Report containing Action, Result and Impact Verification sections (Proforma 2B)
- the Statement of Context which describes the workplace (Proforma 2C).

The report is a summary of evidence of the applicant's actions, results and the quality of his or her impact on the workplace. The applicant's professional standing, exemplary teaching and the quality of performance, i.e. the value/impact of the contribution, is summarised against the benchmark descriptions of that level of TEP being sought. Both the applicant and his or her assessment panel contribute to the final document.

The assessment panel verifies all evidence provided by the applicant in the curriculum vitae and TEP report. The assessment panel also assesses the quality of the actions and results. The assessment panel makes a recommendation as to conferral or otherwise, of TEP status to the Moderating Committee.

Accuracy of Information

Applicants and panels are reminded that information provided in both the curriculum vitae and the report must be accurate and attention is drawn to the process of Natural Justice and the Code of Conduct, Employment Instructions Numbers 3 and 13 of the *Northern Territory Public Sector Employment and Management Act 1993*. The panel is responsible for the verification of all evidence provided by the applicant in the TEP report.

Required Format of the Report

Evidence must be organised and presented to address all the criteria.
Concise, detailed note form is acceptable. The report should be prepared in no smaller than 12 point font.

Length of the Report

The following number of pages are permitted:

• Curriculum Vitae	total of seven (7) pages
• Verification of Teaching form	one (1) page only
• The Report	As required to fulfil the requirement of **three** examples for each criteria (Suggested maximum is 2 pages per each example, including action, results and verification)
• The Statement of Context	one (1) page only

Dissenting views and Statements

The applicant and panel members have the right to dissent from comments made in the final report. This should be done in writing, signed by the person dissenting, initialled by the applicant and panel members and attached to the report. However, it is expected that points of possible dissent will be discussed as the panel meetings proceed. (A dissent is the only document which may be attached to a report).

Procedural Problems

Should any applicant believe that there has been a procedural or technical error, he or she should contact the chairperson of the assessment panel who must immediately advise the Assistant Director People and Learning who will try to resolve the issue prior to the report being submitted for moderation.

Tips for Report Writing

Curriculum Vitae

- Keep succinct and relevant to TEP criteria, emphasise last 4 years.

Verification of Teaching Practice

- A very important document used by the Moderation Panel to make sensible judgements about the contributions of the applicant to the school.

Report containing Action, Result, Impact Verification

- Be concise.
- Interpret criteria carefully eg. programming and planning is related to classroom outcomes.
- Address the criteria.
- Evidence must be above that expected of a good classroom teacher.
- Verification of teaching practice should state how many, how often and to whom.
- Ask the Assistant Director People and Learning for clarification, assistance advice during the process.
- Request copies of recent successful well written reports.

Communication

- **Check your emails and Cluster Capers**, the two best methods of communicating general information, deadlines etc to applicants.
- Communicate with other TEPs for advice.
- Communicate with the Assistant Director People and Learning by telephone, or email when in doubt. Reports can be emailed during the process for comments.
- Final report may be emailed.

2.9 RIGHTS AND RESPONSIBILITIES

The applicant is responsible for:

- providing the panel with a curriculum vitae for verification (it is recommended that the format in this handbook be used)
- providing the panel with evidence related to the assessment and report criteria
- completing the Action and Result sections of the report
- completing the Statement of Context section of the report
- providing names of people who the assessment panel should contact to verify the evidence
- supplying further evidence if required by the assessing panel or Assistant Director People and Learning, or their representative.
- providing to the assessment panel feedback regarding the assessment process
- signing the report after ensuring that it provides appropriate evidence as defined
- professional reflection on feedback given
- providing nominees for the assessment panel

The applicant has the right to:

- confidentiality within the assessment process
- expect that the due process of natural justice will apply
- a fair, equitable and comprehensive assessment and report
- seek access to the Assistant Director People and Learning or their representative regarding any point of clarification regarding the assessment procedures and report writing
- be aware and informed of the assessment and report writing procedures, i.e. evidence collection and verification, meeting procedures and format of the report
- withdraw at any time during the assessment period
- expect that regular formal meetings will be held and to feel comfortable about asking for this procedure to be followed
- have access to verification sections of the report as writing progresses
- expect that the report will be completed by the due date

The panel is responsible for:

- the compilation of a fair, equitable and comprehensive assessment and report
- verifying all evidence provided by the applicant
- writing the Impact Verification section of the report
- writing the Verification of Teaching Practice section of the report
- seeking further evidence at its discretion and giving the applicant access to the report as it progresses
- providing constructive advice in a way that maintains the applicant's self esteem
- obtaining supporting feedback from colleagues with sound evidence and providing ample opportunity for the applicant to respond to it prior to the finalisation of the report
- suggesting options for further professional development
- making a recommendation as to the conferral or non-conferral of TEP status

The panel has the right to expect that:

- evidence provided is accurate and relevant
- the applicant will provide the evidence and names of people to contact for verification, by week eleven of semester one
- the applicant will accept and react in a professional manner to any feedback given by the panel in regards to evidence received on the applicant's performance
- they may seek assistance from the Assistant Director People and Learning or their representative

The chairperson is responsible for:

- selection of panel members
- setting the meeting dates in consultation with other panel members and the applicant. However any panel member can request a meeting
- ensuring that the procedure is consistent with the process of Natural Justice and the Code of Conduct, Employment Instructions Numbers 3 and 13 of the *Northern Territory Public Sector Employment and Management Act 1993*
- ensuring completion of the report by the due date
- ensuring the applicant and panel are aware of their rights and responsibilities
- ensuring the panel and applicant complete their respective sections of the report and address all the criteria when doing so
- forwarding the entire, completed TEP report, marked 'confidential', to the Assistant Director People and Learning by the due date

The Assistant Director People and Learning is responsible for:

- approving variations to panel composition
- offering advice and counsel to applicants and panels
- addressing any procedural difficulties which cannot be resolved by the panel and where there is an irreconcilable breakdown in the assessment process, may dissolve the panel
- organising Moderating Committees
- maintaining a central data base
- notification of outcomes
- review and analysis of TEP programs and trends.

2.10 TIMETABLE

Semester One	
Preparation	• read and understand the Handbook • self-reflection and feedback from colleagues • discuss intentions with colleagues and principal • attend relevant inservice
Week 7	• applications to be with principal, and forwarded to Assistant Director People and Learning.
Week 11	• establish assessment panels • applicant supplies panel with names of contact people • report writing begins
Week 16	• Principals to provide Aggregated Duty Statement to Assistant Director People and Learning
Semester Two	
Week 5	• deadline for receipt of report by Assistant Director People and Learning
Week 6	• Prep and administration for Moderation Committees
Weeks 7 - 10	• Moderation Committees meet
After Week 11	• recommendations forwarded to the CE • advice dispatched to applicants • deadline for receipt of request for review - two weeks after notification
Week 20	• review results dispatched

2.11 SYSTEM-WIDE MODERATING COMMITTEES

TEP Level One Moderating Committees

TEP Level One Moderating Committees assess the evidence in the reports submitted by TEP Assessment Panels. These committees confirm or reject TEP Assessment Panel's recommendations and forward to the divisional head. Where a TEP Assessment Panel's recommendation is not supported, the reasons for this decision are provided to the DEPUTY CE, the applicant and the applicant's panel chairperson.

Each TEP Level One Moderating Committee will comprise:

• Assistant Director People and Learning	Chairperson
• DEET nominee	
• TEP Level 1	Recommended by the Assistant Director People and Learning and approved by the DEPUTY CE.
• AEU nominee	
• ANTSEL nominee.	

TEP Levels Two and Three Moderating Committees

TEP Levels Two and Three Moderating Committees assess the evidence in the reports submitted by TEP Assessment Panels. These committees confirm or reject TEP Assessment Panels' recommendations and forward to the divisional head. Where a TEP Assessment Panel's recommendation is not supported, the reasons for this decision are provided to the divisional head, the applicant and the applicant's panel chairperson.

Each TEP Level Two and Three Moderating Committee will comprise:

• Assistant Director People and Learning	Chairperson
• DEET nominee	
• TEP Level 2	Recommended by Assistant Director People and Learning and approved by the DEPUTY CE
• TEP Level 3	
• AEU nominee	
• ANTSEL nominee	

A Moderating Committee may seek clarification of matters contained in the report from the TEP Assessment Panel. It may seek from expert witnesses, such as the relevant General Manager, the applicant's principal or the work unit's manager, clarification of the context of the applicant's work environment and/or evidence provided. It may not seek additional evidence. A summary of such comments will be recorded and become part of the report and made available to the applicant.

3 Operational Procedures

3.1 NOTIFICATION OF MODERATION OUTCOMES

After considering the recommendations from the Moderating Committees, the CE will advise applicants in writing, if they have been successful or unsuccessful.

3.2 TENURE OF TEACHER OF EXEMPLARY PRACTICE STATUS

Once a TEP level has been granted, this status will be maintained unless the TEP is successful in gaining a permanent promotion or is required to undergo reassessment.

The TEP allowance commences on the 1st January following granting of the award. Successful office-based applicants do not access the allowance until returning to the school work place.

Performance will be subject to regular reviews in accordance with the workplace performance management program.

TEP status may be relinquished by a teacher at any time, by application in writing to the CE. TEP status is automatically relinquished when a teacher applies for and is successful in gaining a substantive promotion position, or upon resignation

Negotiated Duty Statement

The Negotiated Duties Statement is a requirement and an integral component of the TEP program. This is the responsibility of the principal/workplace manager in negotiation with the TEP. It reflects the role and duties of a TEP against the benchmark descriptions of the program and the individual needs of the TEP/class/school.

Individual statements are to be negotiated with the Principal. Principals are requested to aggregate this information and on completion to forward the aggregated document to the Assistant Director People and Learning.

Reassessment

Where a TEP's supervisor believes that a TEP is not performing at their required level or not satisfactorily fulfilling the requirements of their statement of duties, the supervisor will intervene using the negotiated written statement as a basis for discussion. The Assistant Director People and Learning should be advised as early as possible of these concerns so that assistance may be provided to the supervisor and the TEP.

If after a reasonable period (up to ten school weeks), the supervisor still has concerns that the TEP is not performing at the appropriate level, then the supervisor should advise the Assistant Director People and Learning, through the relevant General Manager, to commence the reassessment process.

The General Manager People and Learning will advise the TEP in writing that he or she must undertake reassessment commencing immediately, with the completed Report normally due within a period of ten school weeks.

The reassessment process is the same as the assessment and moderation process for the appropriate TEP level.

Any TEP undergoing reassessment at Level 2 or Level 3 who is unsuccessful will be automatically considered for a lower TEP level status.

3.3 ROLE OF TEACHERS OF EXEMPLARY PRACTICE

It is expected that a TEP will maintain a strong link with the actual delivery and assessment of learning programs and the achievement of quality learning outcomes.

3.4 LOCATION

TEPs will be encouraged to take up positions at other locations, within reason, for a specified time to meet specific identified needs of a particular school community. Any agreements for such temporary transfers will be negotiated.

3.5 UNSUCCESSFUL APPLICANTS

Applicants who are not awarded TEP status will be provided with a written statement setting out the reasons for non-conferral. The Assistant Director People and Learning is available to arrange counselling, if requested, for unsuccessful applicants and their TEP Assessment Panel.

Unsuccessful applicants may reapply for assessment in the following year.

3.6 REVIEW OF THE MODERATING COMMITTEE DECISION

Requests for review of the Moderating Committee decision are heard by a Teacher of Exemplary Practice Review Panel.

There are specific grounds for appeal. If an unsuccessful applicant for assessment or reassessment believes that he or she should have been awarded TEP status, he or she may request a review of that decision. However, the review may only be made on the grounds that the information provided in the original report was taken out of context or misinterpreted by the Moderating Committee. No additional evidence may be provided.

The appeal document must clarify the grounds upon which the appeal is being lodged and be accompanied by a copy of the TEP assessment report, including the curriculum vitae and a copy of the CE's letter, which notifies non-conferment. All clarification documentation must be verified by the TEP assessment panel prior to forwarding to the Assistant Director through the principal and General Manager, Schools for comment.

Request for reviews and all accompanying verified appeal documentation must be made in writing to The Chairperson, TEP Review Panel, c/- Assistant Director, People and Learning Branch, and must be received within fourteen days of the date of the CE's letter of notification.

The composition of the TEP Review Panel is:

- Chairperson – Nominee of DEPUTY CE
- TEP Level 3 nominated by DEET
- ANTSEL nominee
- AEU nominee

The TEP Review Panel has the authority to determine the outcome of the request and make recommendations to the CE in this regard.

The applicant has the right to request and receive feedback on his or her review.

Members of the TEP Review Panel must not be current members of the Moderating Committee or the TEP Assessment Panels.

Throughout the TEP program the process of Natural Justice and the Code of Conduct, Employment Instructions Numbers 3 and 13 of the *Northern Territory Public Sector Employment and Management Act 1993* apply.

SECTION B

PROFORMAS

Examples Only

Application for Assessment (Proforma 1) 20

Assessment Report Cover Sheet (Proforma 2) 21

Instructions for Completing the TEP Assessment Report 22

Verification of Teaching Practice (Proforma 2A) 25

Report (Proforma 2B)

Level 1 28

Level 2 32

Level 3 36

Statement of Teaching Context (Proforma 2C) 38

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The *Teacher of Exemplary Practice Handbook* containing the report proforma templates is available by email.

Assistant Director
People and Learning
Department of Employment, Education and Training
GPO Box 1420
Alice Springs NT 0871

Telephone: 8951 7058

Proforma 1 TEACHER OF EXEMPLARY PRACTICE REPORT

APPLICATION FOR ASSESSMENT

Applicant Details

Applicant Name ..... Year .....

Email Address .....

Work Location ..... AGS no.....

Substantive Position .....

Actual Position .....

I wish to apply for assessment/reassessment at TEP Level .....

Panel Details

Chairperson ..... Level .....

Panel Member ..... Level .....

Panel Member ..... Level .....

Signatures

I am familiar with the requirements/procedures for assessment as set out in the *Teacher of Exemplary Practice Assessment Handbook.* I will provide my panel with a detailed Curriculum Vitae, Statement of Context, Report (Action and Result sections) and all other evidence I believe relevant or as requested by the panel.

I am aware that I may withdraw from assessment at any time during the preparation of my assessment report and if so will advise the Assistant Director People and Learning.

Applicant ..... Date .....

Principal ..... Date .....

Forward through your principal/unit manager to reach the Assistant Director People and Learning by week seven of semester one.

Panel composition—**approved/not approved**

Assistant Director
People and Learning ..... Date .....
(or representative)

Proforma 2 TEACHER OF EXEMPLARY PRACTICE

ASSESSMENT REPORT COVER SHEET

Applicant Details

Applicant Name .....

Work Location ..... AGS no.....

Substantive Position .....

Actual Position .....

TEP Level applying for .....

Panel Details

Chairperson ..... Level .....

Panel Member ..... Level .....

Panel Member ..... Level .....

Panel Recommendation

The assessment panel makes the following recommendation with regard to the suitability of the applicant for conferral of TEP status.

.....

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.....

.....

Signatures

Chairperson ..... Date .....

Panel Member ..... Date .....

Panel Member ..... Date .....

I have been given the opportunity to consider this entire report and comment on its contents.
I **agree/disagree** with this report.

Applicant ..... Date .....

The Report should be marked 'confidential' and forwarded to Assistant Director, People and Learning, GPO Box 1420, Alice Springs NT 0871.

INSTRUCTIONS FOR COMPLETING THE TEP ASSESSMENT REPORT

The following sections make up the Assessment Report and must be completed, signed by the assessment panel and applicant, and forwarded for moderation.

Assessment Report Cover Sheet (Proforma 2)

Completed by the assessment panel.

This provides details of the applicant and the assessment panel members. It also provides a summary recommendation from the assessment panel as to the conferral or non-conferral of TEP status.

Verification of Teaching Practice Form (Proforma 2A)

The Verification of Teaching Practice form may be used by intending applicants as a mechanism of self-evaluation prior to applying for the TEP program. The intending applicant may wish to distribute the proforma early to a range of colleagues to ascertain strengths and areas for further development as perceived by their colleagues. The feedback from this early evaluation might then be submitted as evidence to the assessment panel upon application.

When it is time to finalise the report the Verification of Teaching Practice Form will be completed by the assessment panel.

A list of specific teaching practice criteria is provided on the form. The TEP assessment panel must verify the evidence provided by the applicant and ascertain the level of the applicant's ability in each criteria. An accurate rating must then be notated by the assessment panel.

As part of the assessment process of obtaining TEP recognition, the applicant must provide the assessment panel with evidence of exemplary teaching practice which is recognised by their colleagues and impacts positively on the workplace. This may include references, copies of documentation, observations and information contained in a professional portfolio.

The assessment panel must state the range and number of colleagues used throughout the verification and report writing process. This is to be included on the form in the space provided. Individual names are not necessary.

Applicants should reflect on the ratings on this form and discuss with their assessment panel whether to continue with, or postpone, their TEP application.

The Report (Levels 1, 2 or 3 – Proforma 2B)

Completed by both the applicant and assessment panel.

The report consists of the four parts and must be presented as shown below. Size 12 font, either Arial or similar is to be used.

While there is no restriction on the length of the report, applicants and panels are strongly advised to select only highest quality examples and present these in a concise, factual and clear manner.

Assessment criteria

- These are the stated criteria provided for each respective TEP level.
- Every criteria must be addressed.
- No additional criteria are to be added.

Action section

- Completed by the applicant for verification and comment by the assessment panel.
- Three highest quality examples are to be concisely described.
- Evidence should be clear including dates, factual examples of actions, numbers and events.
- Note form is acceptable.
- Examples should be drawn from the past three to four years of teaching.

Result section

- Completed by the applicant for verification and comment by the assessment panel.
- Each example for each criteria must have a result explained.
- The result should state 'what happened as a result of the action'.
- Evidence should be clear, factual examples of actions, numbers and events. This should include the impact the action had.
- Note form is acceptable.

Impact Verification section

- Completed by the panel.
- This section (a), verifies the claims made by the applicant in the action and result sections and (b), states the quality, value and impact of the evidence given in the action and result sections.
- Relevant quotes from appropriate colleagues may be used provided they adequately verify the impact and quality.
- Note form is acceptable.

Example of Report layout

The following layout should be used for each of the Report Criteria.
Three highest quality examples are required.

STATED CRITERIA (eg. Demonstrated effectiveness as a mentor to colleagues regarding classroom management techniques) **Example 1** Action – (what did you do? what did you achieve? Who/how many people involved) Result – (what happened as a result of the action?) Impact Verification - (verify the above, state impact and quality) **Example 2** Action Result Impact Verification **Example 3** Action Result Impact Verification

The Statement of Teaching Context (Proforma 2C)

The applicant is to provide a summary of the workplace context referred to in the TEP report. This should refer to the needs, initiatives and/or challenges specific to the applicant's workplace(s) over the past three to four years. Relevant sections of the workplace action plans/business plans may be used if applicable.

Curriculum Vitae (Proforma 3)

Completed by the applicant.

Teachers are responsible for maintaining a professional folder so that they may present evidence to their panel when they are assessed. It is the applicant's responsibility to provide all of the evidence to the assessment panel.

It is appropriate for an extensive curriculum vitae to be made available to the assessment panel for use in the assessment process. A condensed version not exceeding seven pages total (excluding cover page), focusing mainly on the past four years should be submitted with the TEP Report.

Proforma 2A **TEACHER OF EXEMPLARY PRACTICE REPORT**

VERIFICATION OF TEACHING PRACTICE

Name ..... **TEP Level applying for** .....

The report writing panel verifies that the following comments accurately reflect the level of competence demonstrated by the applicant with regard to the stated teaching duties.

TEACHING CRITERIA

	Exemplary	Above Average	Satisfactory
Knowledge and Expertise/Preparation			
Planning and preparation	☐	☐	☐
Knowledge of and use of current curriculum	☐	☐	☐
Teaching			
Use of methodology appropriate to class and subject	☐	☐	☐
Assessment and evaluation procedures	☐	☐	☐
Use of appropriate classroom management strategies	☐	☐	☐
Recognises and caters for the needs of individual students	☐	☐	☐
Copes with difficult classroom situations	☐	☐	☐
Accountability – Professional Responsibilities			
Participation in probation, TEP, performance management and other professional support activities	☐	☐	☐
Application of knowledge from professional development activities	☐	☐	☐
Promotes an inclusive learning environment	☐	☐	☐
Appropriate self-evaluation procedures	☐	☐	☐
Interpersonal Skills – Relationships with others			
Rapport with parents and students	☐	☐	☐
Effective working relations with colleagues	☐	☐	☐
Contribution to staff/faculty/unit meetings	☐	☐	☐

Any other comment .....

.....

The verification of the above has been based upon comments from the following colleagues:
(list position level and number eg. Principals x 2, ET4 x 2,
Director x 1, AO4 x 2, Advisers x 4 etc)

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PANEL SIGNATURES:

Chairperson ..... Date .....

Panel member ..... Date .....

Panel member ..... Date .....

I have read the Verification of Teaching Practice and have had the opportunity to comment on its contents. I am **satisfied/not satisfied** it is accurate.

Applicant ..... Date .....

REPORT

TEACHER OF EXEMPLARY PRACTICE

LEVEL 1

Proforma 2B TEACHER OF EXEMPLARY PRACTICE REPORT

THE REPORT LEVEL 1

Refer page twenty-two – Instructions for completing the TEP Assessment Report

The applicant is to describe **three** examples of actions and results of those actions for each of the criteria listed using the layout shown on page twenty-four.

The assessment panel is to verify each action and result and state the quality of the impact for each example given. This should be stated in the Impact Verification section for each example.

TEACHING

Programming and Planning for the classroom

• demonstrated ability and willingness to assist and mentor colleagues with programming, resources and planning teaching strategies

Classroom Management

• demonstrated ability and willingness to assist and mentor colleagues with behaviour management, classroom management and teaching techniques

Assessment of student outcomes

• demonstrated ability and willingness to assist and mentor colleagues with assessment at the class/subject/school level

Evaluation

• contribution to professional appraisal of self, colleagues and school outcomes

PROFESSIONAL STANDING

Knowledge

- demonstrated thorough knowledge of relevant learning area(s) and knowledge beyond current area/level to include whole school curriculum

Interpersonal Skills

- demonstrated use of sound interpersonal skills to work effectively and sensitively with teachers, school staff, students and parents both individually and with an emerging team leadership role

Leadership

- willingness to assume leadership roles in the class and school that respond to emerging educational priorities as indicated in the APSI

Signatures

Chairperson ..... Date .....

Panel member ..... Date .....

Panel member ..... Date .....

Applicant ..... Date .....

REPORT

TEACHER OF EXEMPLARY PRACTICE

LEVEL 2

THE REPORT LEVEL 2

Refer page twenty-two – Instructions for completing the TEP Assessment Report

The applicant is to describe **three** examples of actions and results of those actions for each of the criteria listed using the layout shown on page twenty-four.

The assessment panel is to verify each action and result and state the quality of the impact for each example given. This should be stated in the Impact Verification section for each example.

TEACHING

Programming and Planning for the classroom

- demonstrated ability to effectively share knowledge from professional development activities on programming and planning of teaching and learning strategies via mentoring and conducting professional development activities at the whole school level and in other contexts

Classroom Management

- demonstrated ability to effectively share knowledge from professional development activities on behaviour management, classroom management and teaching techniques via mentoring and conducting professional development activities at the whole school level and in other contexts

Assessment of student outcomes

- demonstrated leadership role at school and cluster level in monitoring assessment strategies and implementation

Evaluation

- demonstrated engagement in critical evaluation of professional practice to improve the quality of teaching and learning outcomes for self, colleagues and school, with some contribution to system-wide evaluation

PROFESSIONAL STANDING

Knowledge

- demonstrated thorough knowledge and understanding of current educational theories and recognised expertise in learning areas beyond area of responsibility

Interpersonal Skills

- demonstrated use of sound interpersonal skills to work effectively and sensitively with teachers, school staff, students and parents with a developed team leadership role

Leadership

- demonstrated leadership role in response to school and cluster educational priorities

Signatures

Chairperson ..... Date .....

Panel member ..... Date .....

Panel member ..... Date .....

Applicant ..... Date .....

REPORT

TEACHER OF EXEMPLARY PRACTICE

LEVEL 3

Proforma 2B TEACHER OF EXEMPLARY PRACTICE REPORT

THE REPORT LEVEL 3

Refer page twenty-two – Instructions for completing the TEP Assessment Report

The applicant is to describe **three** examples of actions and results of those actions for each of the criteria listed using the layout shown on page twenty-four.

The assessment panel is to verify each action and result and state the quality of the impact for each example given. This should be stated in the Impact Verification section for each example.

TEACHING

Programming and Planning for the classroom

- demonstrated ability to effectively share knowledge from professional development activities and develop initiatives specifically on programming and planning innovative teaching and learning strategies through mentoring, publications and conducting professional development activities at the whole school and system levels.

Classroom Management

- demonstrated ability to effectively share knowledge from professional development activities and develop initiatives specifically on behaviour management, classroom management and teaching and learning strategies through mentoring, publications and conducting professional development activities at the whole school and system levels

Assessment of student outcomes

- demonstrated effective role in interpreting and developing effective assessment strategies and involvement in their implementation at school and system levels

Evaluation

- demonstrated engagement and articulation of critical evaluation of professional practice at school and system levels which leads to improvements in teaching and learning outcomes and systemic initiatives

PROFESSIONAL STANDING

Knowledge

- school and system recognition of curriculum knowledge and expertise, both practical and theoretical, through contribution to school and system-wide curriculum development and implementation

Interpersonal Skills

- demonstrated team leadership skills in varied contexts, with a broad range of people, with successful outcomes at school and system levels

Leadership

- demonstrated leadership role in response to school, cluster and systemic educational priorities

Signatures

Chairperson ..... Date .....

Panel member ..... Date .....

Panel member ..... Date .....

Applicant ..... Date .....

Proforma 2C TEACHER OF EXEMPLARY PRACTICE REPORT

STATEMENT OF TEACHING CONTEXT

The applicant is to provide a summary of the workplace context referred to in the TEP report. This should refer to the needs, initiatives and/or challenges specific to the applicant's workplace(s) over the past three to four years. Relevant sections of the workplace action plans/business plans may be used if applicable.

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Signatures

Applicant ..... Date .....

Chairperson ..... Date .....

Panel member ..... Date .....

Panel member ..... Date .....

Proforma 3 TEACHER OF EXEMPLARY PRACTICE REPORT

CURRICULUM VITAE

The following is a suggested format for submitting curriculum vitae details relevant to the TEP program.

COVER PAGE

Surname .....

First name .....

Current school/unit .....

Current substantive
position and level .....

Current actual
position and level .....

I certify that the information contained herein is accurate.

Signature ..... Date .....

Your curriculum vitae should include information under the following headings

Qualifications—awards, institution, years, completed;
non-award courses, training programs etc

Professional Development—inservice courses as a participant, year, presenter, duration, course title; inservice courses as a presenter, year, clientele, duration, course title

Papers/Reports—presented/published, where and when

Professional Associations—current membership, offices held, activities conducted, years of membership

Work History—list positions held in chronological order, commencing with current position, emphasis should be placed on the responsibilities undertaken

Other Relevant Information—you may include involvement with community organisations, educational tours, travel, cultural activities, national, state, region, school, faculty-wide educational involvement, charters, responsibilities, etc.
The curriculum vitae should be typewritten in a print no smaller than standard Size 12 font.

Where space is insufficient you may include attachments, but do not exceed **seven A4 typed pages** (excluding the cover page).