



RECOGNISING ACCOMPLISHED TEACHING

The IEUA notes that a number of industrial models that recognize accomplished teachers, based on a standards-based assessment process, already exist around Australia. These schemes include the 3 Band Model in a number of NSW Independent Schools; the Level 3 Classroom Teacher in Western Australia; Teacher of Exemplary Practice in the Northern Territory; Experienced Teacher (Level 2) classification in Victorian Catholic schools, Advanced Skills Teacher in Queensland Catholic schools and Advanced Skills Teacher in South Australia.

These schemes were developed in negotiation with the relevant union and based on standards developed in collaboration with the profession.

The IEUA supports the ongoing development and trialling of such schemes and the cooperation between various jurisdictions to ensure that best-practice models are known and shared.

Guiding Principles

The IEUA believes that there are a number of key principles which should guide the development of any approach or scheme to identifying Accomplished Teachers

- Teachers' base salaries must always be set at a professionally appropriate rate and not undermined by the adoption of a scheme for identifying and recognising Accomplished Teachers.
- Any scheme must be open to all; that is, no artificial cap or quota, encourage and not negatively impact on collaboration, and be not limited to subjects that are tested
- Any scheme must include teachers and their unions in its development
- The appraisal of accomplished teachers must be on the basis of agreed criteria, and that the appraisal must be conducted fairly and impartially by trained personnel.
- International research reveals that quotas undermine the collaborative approach which characterises teachers' work. Teachers find themselves competing with colleagues which can lead to an unproductive work environment and adversarial relationships among staff. Therefore any notion of arbitrary quotas should be rejected.

- There needs to be genuine commitment to recognising accomplished teachers by employers and governments, which requires a commitment to ongoing funding for the plan.
- If Accomplished Teacher Categories are to be recognised by employers, this must be included in relevant industrial instruments negotiated between the union and the employer.
- Research evidence points to the success of any such initiative being dependent on the support of all who will participate or are affected. This includes teachers and their unions, employing authorities, administrators and the community. All these groups should therefore be included in the planning process.
- The rejection of the notion of 'rewarding' teachers on the basis of student outcomes. The IEUA notes that such an approach has been tried and has failed in other countries. Further, such an approach undermines the collegial and supportive team environment critical for quality teaching and learning
- The rejection of the quite naïve notion of 'rewarding' teachers based on popularity or ranking measures as divisive, lacking in any objectivity and subject to patronage.