



TASMANIAN
CATHOLIC
education commission

ACCREDITATION POLICY

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1 AUTHORITY AND APPLICATION

Date of approval	2 March 2017
Source of approval	Tasmanian Catholic Education Commission
Start date	7 March 2017
Date of review	March 2020
Date of amendments	N/A
Previous policies replaced by this Policy	Accreditation Policy January 2008

SIGNED:



Chair of the TCEC

DATE:

6 March 2017

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2 RELATED DOCUMENTS

This Policy should be considered in conjunction with the following related documents:

Policies and Procedures	<ul style="list-style-type: none">• Employees in Catholic Education• Recruitment and Selection Policy
Applicable Laws	N/A
References	<i>The Catholic School</i> (1977) <i>The Catholic School on the Threshold of the Third Millennium</i> (1998) <i>Ecclesia in Oceania</i> (2001) <i>Good News for Living</i> (2015)
Appendices	APPENDIX 1: Accreditation Framework APPENDIX 2: Accreditation Competencies Level

3 PURPOSE

The aims of this Policy are for:

- a) All staff of Catholic schools and of the Tasmanian Catholic Education Office (TCEO), as appropriate to their positions, to undertake suitable and approved courses or local (school or TCEO) professional learning to enable them to gain and maintain the necessary knowledge and understandings of, and commitment to, the Church's teachings in regard to the Catholic school.
- b) Principals, school communities and the TCEO to provide appropriate resources, opportunities and encouragement for the ongoing formation of their staff as articulated immediately above.

4 DEFINITIONS

The TCEC document "Policy Terms, Definitions and Interpretations" defines a number of terms used in this document and should be referred to in conjunction with this policy.

For the purposes of this policy:

- **Currency** is the regular maintenance of Accreditation status through ongoing learning.
- **Full Accreditation** is the attainment of the necessary number of Accreditation points to satisfy the requirements of a specific strand of Accreditation and to formally receive the Archbishop's mandated to work in a Catholic School; teach Religious Education; exercise

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Leadership in a Catholic School.

- **Provisional Accreditation** is the conditional provision of the Archbishop's mandate to work in a Catholic School; teach Religious Education; exercise Leadership in Catholic School subject to making a commitment to work towards the relevant level of full Accreditation over a specified period.

5 RATIONALE

The distinctive character of the Catholic School is that it is a community animated by the spirit of the Gospel.

Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture, even in those countries and cities where hostile situations challenge us to greater creativity in our search for suitable methods.

EVANGELII GAUDIUM (134)

This Gospel spirit must permeate all aspects of life within the Catholic School community enabling all to experience the presence of Christ in real and tangible ways. It follows therefore that for the Catholic School to achieve this distinctive character, the quality and commitment of the staff within the school to achieving this goal is paramount (*Lay Catholics in Schools: Witnesses to Faith*, par 38, The Religious Dimension of Education in a Catholic School, pars 25, 26). In response to this imperative, the Catholic Education community is called to put into place appropriate, supportive and yet rigorous pathways for the preparation and ongoing professional learning of teachers, especially in Religious Education.

The person of Christ is at the heart of Catholic education. Therefore we are committed to nurturing our students to proclaim and be witnesses to a distinctively Catholic identity. All its members are called to a personal relationship with Jesus himself and each member of the Catholic school community strives to give Christian witness through words, attitudes and actions.

Archbishop's Charter 2016.

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The purpose of this Accreditation Policy is to allow school and college communities (in partnership with the TCEO and other Catholic organisations and agencies):

- 1) to respond fully to the Archbishop's invitation and mandate to teach Religious Education and to exercise leadership in a Catholic school on his behalf,
- 2) to respond to the changing needs and culture of Catholic schools in the 21st century,
- 3) to recognise, promote and affirm appropriate forms of professional learning relevant to Religious Education teaching and leadership in a Catholic school,
- 4) to promote the attainment of academic knowledge and skills in the areas of Religious Education and Catholic school leadership,
- 5) to provide opportunities for participants to become familiar with and to be immersed in the culture of Catholic education,
- 6) to nurture the formation, faith development and ongoing professional growth of all employees, and
- 7) to use Accreditation status under this policy as one of the criteria to assist with selection of staff for teaching or leadership positions in Catholic schools.

Archbishop Porteous in the Archbishop's Charter Refresh states:

Our entire curriculum, including Religious Education, seeks to promote and deepen each student's understanding of the Catholic faith and their commitment to Christian values. All teachers, across all areas of the curriculum, have a responsibility to inculcate in their students, Christian values and a capacity for moral and ethical judgment. In essence our challenge is to evangelise the curriculum.

6 COVERAGE

This Policy covers and applies to Workers in relation to:

- a) The maintenance and refinement of the Accreditation system is crucial in allowing the Archbishop to mandate all employees, teachers and leaders to act on his behalf.
- b) All employees undertaking a ministry in Catholic Education should be appropriately accredited to work in a Catholic school.
- c) All teachers of Religious Education should be either provisionally or fully accredited to teach Religious Education.
- d) **Provisional Accreditation** would normally be granted to suitable applicants who:

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- i. are newly appointed to a new position or role within the Catholic Education system, especially as teachers of Religious Education or designated Leaders, or
 - ii. are currently teaching Religious Education and who have begun working towards Accreditation in Religious Education.
 - iii. commit themselves to achieving Full Accreditation over a four-year period.
- e) **Full Accreditation** should:
- i. enable all employees (teaching, administrative and support staff) to acquire an appropriate understanding of the ethos and culture of a Catholic school,
 - ii. enable all teachers of religious education to acquire an appropriate qualification and level of formation in order for them to teach in this discipline,
- f) Accreditation programs should reflect the changing needs and aspirations of both participants and the Catholic education system within which they serve and as such be aligned with the prevailing strategic direction and priorities of the sector. The needs of participants and the sector should periodically be discerned and reassessed.
- g) The Accreditation program will strongly reflect policy guidelines articulated by the TCEC (on behalf of the Archbishop) and operate with clear management procedures under the direction of the TCEO. These management procedures need to be feasible, realistic and sustainable.
- h) There should be an awareness of equity issues regarding the accessibility, timing, location and duration of Accreditation courses.
- i) The rigour and quality of Accreditation programs must be monitored and maintained.
- j) The process for Accreditation needs to be clearly communicated to all stakeholders.
- k) Accreditation should be viewed as an ongoing formative process, such that mechanisms should exist to ensure that currency of Accreditation is maintained.

7 OBLIGATIONS AND ACCOUNTABILITIES

- a) Schools, Governance and the TCEO must:
- i. communicate and implement this Policy within their area of responsibility;
 - ii. ensure adequate resourcing to facilitate currency training; and
 - iii. promulgate annual Accreditation professional development opportunities.
- b) Principals/Managers/Supervisors are required to:
- i. encourage and enable staff to participate in suitable training to attain Accreditation and/or maintain currency;

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- ii. monitor and report staff Accreditation status to the TCEO at the end of each term; and
 - iii. take steps to ensure that breaches of this policy are acted upon in a timely and appropriate manner.
- c) Employees are responsible for attaining the required Accreditation level and maintaining currency in the specified timeframes.

8 GENERAL PRINCIPLES

- d) There will be two major categories of Accreditation: ***Provisional Accreditation*** and ***Full Accreditation***. All employees working, teaching must be either provisionally or fully accredited. It would be expected that all employment contracts spell out clearly the expectation around required accreditation congruent with that position.
- e) All current employees, who are not fully accredited, on the recommendation of their Principal, will be Provisionally Accredited with the expectation they will continue to working towards Full Accreditation.
- f) Provisionally Accredited employees will have four years within which to gain Full Accreditation, unless otherwise extended by application to the Accreditation Manager.
- g) Provisional Accreditation (Religious Education) would generally be granted to new teachers of Religious Education on the basis of a Principal's recommendation, subject to the following provisions:
- i. An undertaking of applicants, to engage in an appropriate formation and induction programs offered by the TCEO during their first year in the role, (Accreditation A)
 - ii. The details surrounding the contractual nature of the arrangement be fully documented,
 - iii. In association with the application, an Accreditation professional learning pathway will be developed and documented (e.g. enrolment in the Graduate Certificate of RE).
- h) **Types of Accreditation:**
- 1.0 Accreditation A**
 - 1.1 Accreditation to work in Catholic School**
 - 1.1.1 Accreditation A applies to all staff commencing work in a Catholic school.
 - 2.0 Accreditation B**

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2.1 Accreditation to teach in Catholic School

2.1.1 Accreditation B applies to all teachers who teach within a Catholic School.

3.0 Accreditation C

3.1 Accreditation to teach Religious Education in a Catholic School

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Appendix 1: Accreditation Framework

	LEVEL	Prerequisites and Expectations	Desired Qualifications	Currency	Transition from Provisional to Full Accreditation	Notes
TO TEACH Religious Education in a Catholic School C	Level C: Teachers of Religious Education	Level A plus B	Undergraduate tertiary units (6) in RE/Theology or Postgraduate units (4) in RE/Theology from approved Catholic Tertiary Institutions. [or previously accredited Strand 2.1]	School initiated Formation program (5 hours in total) and participation in the Teachers Formation Retreat program. (every five years) + 5 hour annual (TCEO provided or comparable) RE Teacher professional learning	TCEO formalized confirmation by review and completion of four units of postgraduate study. Four years maximum Provisional Status.	
TO TEACH in a Catholic School B	Level B: Teachers	Level A	Successful completion of Beginning Teachers program or completion of "Catholicity Foundations program"	School initiated Formation program (5 hours in total) and participation in the Teachers formation Retreat program. (every five years)	One year minimum and subject to completion of full induction and compliances.	
TO WORK in a Catholic School A	Level A: All school personnel on Entry: teachers, TAs and all ancillary staff	Willingness to work and grow personally, consistent with the mission of Catholic Education.	5 hour (TCEO) universal initial Induction to Catholic Education + 5 hour School level induction <ul style="list-style-type: none"> • School Culture • Parish relationships • Founding charism (s) 	+ 5 hour annual school or local <i>Spirituality/ Catholicity</i> Day	One year minimum and subject to completion of full induction and compliances.	Catholicity, Catholic identity, mission and ethos are rich terms requiring robust inquiry, expansion and exploration.

Appendix 2: Accreditation Competencies at Level

LEVEL		Prerequisites and Expectations	Competencies: to Lead, Teach and Work in a Catholic school acknowledging the AITSL more general professional standards.	Notes
TO TEACH Religious Education in a Catholic School C	Level D: Teachers of Religious Education	Level A and B	<ul style="list-style-type: none"> Teaches the implications of Catholicity (centred on Christ and inclusive of all – contemplative, critical, compassionate and celebrative) for a wholistic understanding of humanity and culture Teachers are active witnesses to Missionary discipleship Engages in professional learning and dialogue about core theological teachings, scripture and praxis Articulates the Catholic Social Teaching priority to serve the most marginalised students and to create a classroom and schoolyard culture of inclusion, compassion, service and joy Teachers have a sound understanding of relevant pedagogies in respect to religious education associated with authentic Church teachings. Integrates the charism of their school and the wisdom of its founders into RE teaching Engages students in prayer and class liturgies 	
TO TEACH in a Catholic School B	Level B: Teachers	Level A	<ul style="list-style-type: none"> Articulates the relevance of Catholicity ('centred on Christ and inclusive of all') for their work in all learning areas and the culture of the school, schoolyard and classroom Teachers are active witnesses to Missionary discipleship Engages in the charism of their school and the wisdom of its founders Understands the Catholic Social Teaching priority to serve the most marginalised students and to create a classroom and schoolyard culture of inclusion, compassion, service and joy . Teachers have an understanding of the concept of the Catholic Curriculum Participates with students in prayer in home rooms and school liturgies 	The AITSL Standards for teachers outline seven standards and four degrees of attainment
TO WORK in a Catholic School A	Level A: All school personnel on Entry: teachers, TAs and all ancillary staff	Willingness to work and grow personally, consistent with the mission of Catholic Education.	<ul style="list-style-type: none"> Articulates the relevance of Catholicity (which means 'centred on Christ and inclusive of all') in their work Familiar with the expression of the identity and mission of the Catholic Church as stated by the Archdiocese of Hobart Statement for Employees (2015) Understands the Archdiocesan and Catholic Education codes of conduct Familiar with the Archbishop's Charter and its Gospel based values Respectful of expressions of prayer, Catholicity and spirituality in staff meetings and opportunities for formation 	