

There's nothing casual about teaching

November 03, 2019

Maintaining accreditation at Proficient level to teach in NSW — and engaging in the performance and development process (outlined in the Performance and Development Framework) — should not be looked at in isolation.

Engagement in the the performance and development process — creating a Performance and Development Plan (PDP) and the associated cycle of plan, implement and review — can support the gaining and maintaining of accreditation.

Any teacher who works in NSW public schools on a regular basis (more than 42 days per year) should have a PDP. Principals are expected to ensure that casual teachers who are working on a regular basis in their school are given access to a supervisor with whom they can work with to plan, implement and review their PDP.



It is useful for a casual teacher to arrange a meeting with their supervisor and the principal to discuss appropriate Performance and Development Plan support and the agreement of the principal to be their Teacher Accreditation Authority (TAA). After discussions with the principal, the casual teacher should use their NESAs account to identify the principal who will be their TAA.

Regular casuals should use the same PDP template that applies to permanent and temporary teachers.

A teacher, in consultation with their supervisor, needs to set between three and five professional goals for their PDP. The goals of the teacher will guide their professional development throughout the year. The casual teacher should work with their principal (or delegated executive) to enable the principal to attest that the casual teacher has maintained their practice against the teaching standards.

In 2018, the Department allocated \$65.2 million in targeted professional development for teachers. Principals are to provide access to school development days and other development activities for casual teachers who work in their school on a regular basis.

Federation's position remains that casual teachers who attend school development days and other professional activities during school hours should be paid pro rata, the same as permanent and temporary teachers.

For maintenance at Proficient teacher, the principal requires evidence in order to attest that requirements have been completed. The PDP will support this.

If a teacher does not have a Performance and Development Plan, the principal will need to assist the casual

teacher to collect the evidence they require to inform this decision. For further advice refer to Federation's [Current Issues Update: Performance and Development Framework for Casual Teachers](#).

Associations can also request to run a [Casual and Temporary Seminar](#) in their local area.

Federation's [Centre for Professional Learning](#) is a NESA-accredited provider that runs a number of fee-free courses specifically aimed at casual and early-career teachers, including Classroom Management through Effective Teaching and Early Career Teachers.

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