

ADVANCED CLASSROOM EXPERTISE TEACHER RECOGNITION

Portfolio Overview

Purpose of the Advanced Classroom Expertise Teacher portfolio

Submitting annotated evidence in a portfolio format provides teachers with an opportunity to have their classroom teaching practice evaluated in a professionally rigorous manner by a panel of independent experts. The process of compiling and analysing evidence to demonstrate the Advanced Classroom Expertise Teacher (ACET) professional criteria allows teachers to present key aspects of their classroom and professional practice in a format that is understandable to someone outside the particular school's environment. As all portfolios are considered by the same panel of independent experts, a high level of consistency is achieved.

Important feedback from the portfolio evaluation process

'The most common reason for portfolios not being confirmed was that they did not provide sufficient evidence to demonstrate that all ACET professional criteria had been met.

Also, many teachers could demonstrate positive impacts on student achievement, but some evidence reflected accepted teaching practice and not exemplary practice.'

Dr Mary Simpson, ACET Evaluation Panel Chair

Portfolio process

Teachers are required to demonstrate that they meet the ACET professional criteria through the submission of a portfolio of evidence reflecting **their own** classroom and professional practice. While the portfolio should be a relatively succinct document, the work involved in compiling and collating the evidence will be significant. For this reason, a period of 19 weeks is allocated for preparation and submission of the portfolio.

Before submission, the principal will need to certify that the content of a teacher's portfolio accurately reflects their professional and classroom practice. The principal will also need to make a recommendation on the basis of the portfolio.

Approximately 250 portfolios with principals' recommendations will be considered by a panel of independent experts. This panel will then determine whether the principals' recommendations are confirmed.

Key dates

- » expression of interest form and guide available December 2017
- » expression of interest submissions close 12 March 2018
- » outcomes of expressions of interest notified 26 March 2018
- » portfolio submissions close 6 August 2018
- » portfolio outcome notification 11 October 2018

Portfolio structure and content

The portfolio is made up of two closely related elements:

- » a succinct analytical narrative divided into five sections; and
- » supporting evidence that is indexed and briefly described.

Portfolios can be submitted in paper and/or digital formats. Further details will be provided in the Portfolio Guide for Teachers available on 26 March 2018.

Evidence must be current (within the last three years) and should include planning through to outcomes.

Teachers present their narrative and supporting evidence in five sections. An overview section enables the teacher to succinctly describe the ways in which the following factors have been integrated within their teaching practice:

- » exemplary use of evidence and research to inform professional practice;
- » exemplary engagement with families and whānau in improving outcomes for their children;
- » leadership in developing practice amongst peers; and
- » exemplary ongoing professional learning and development.

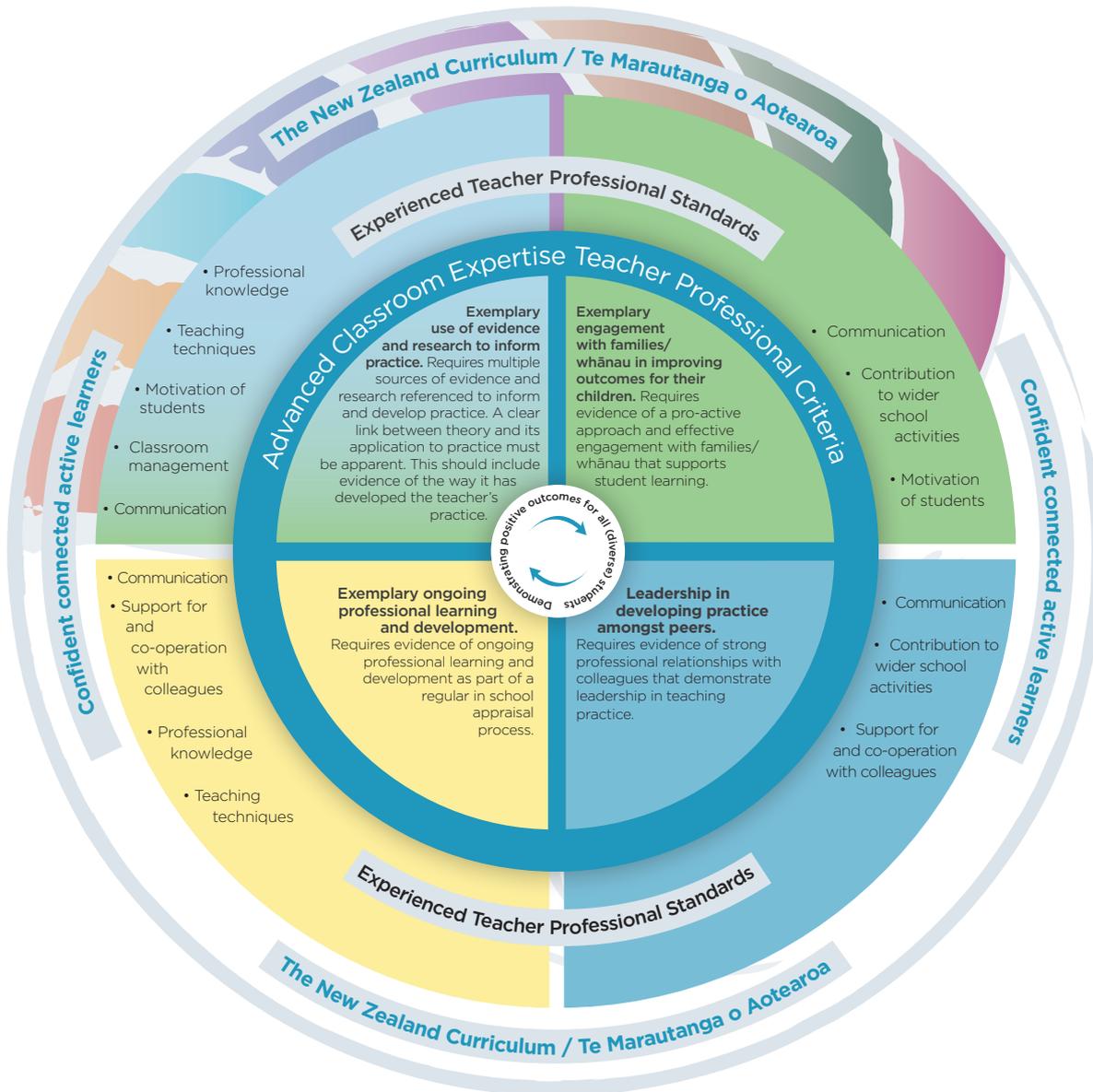
A key focus of this overview section involves the drawing together of evidence presented elsewhere in the portfolio in a way that demonstrates how the teacher's classroom practice is leading to positive learning outcomes for students in their own classroom. The four sections that follow are designed to enable teachers to briefly outline how their professional practice in each of the specific ACET professional criteria areas is of an exemplary standard (i.e. over and above accepted primary teaching practice).

If you are resubmitting your portfolio from a previous ACET round you must submit all sections including those which previously met the criteria.

Professional framework

The agreed ACET professional criteria fit into a single framework (figure 1) that integrates the New Zealand Curriculum/Te Marautanga o Aotearoa, the Experienced Teachers Professional Standards and the Best Evidence Synthesis (BES) (www.educationcounts.govt.nz/topics/BES).

Figure 1. Advanced Classroom Expertise Teacher Framework



BES Four key levers for educational improvement

- 
Professional practice
 Effective pedagogy for valued outcomes for diverse (all) learners.
- 
Engagement
 Activation of educationally powerful connections.
- 
Peer leadership
 Leadership of conditions for continuous improvement.
- 
Professional Learning and Development
 Productive inquiry and knowledge building for professional and policy learning.