



#HALT Steering Committee Newsletter

NSW HALT Nexus – Semester One 2022

Dear NSW HALTs and aspiring HALTs. Welcome to your first HALT Steering Committee Newsletter for 2022.

Our steering committee members are; Leanne Clarke, Berlinda Cook, Andrew Cornwall, Anne Gipton, Mercurius Goldstein, Joshua Harnwell and Emma Marsfield. In addition, there are two non-voting positions representing NESA and PTC NSW.

HALT Nexus Update

On Monday 7 March the HALT Steering Committee met at the PTC's offices. This being the first opportunity for a face-to-face meeting the committee were motivated to begin promoting the development of the NSW HALT Nexus. The inception of a new logo and the addition of Nexus to our name will put a new branding on our evolving association. In addition to this, the committee developed a timeline for opportunities to begin connecting HALTs and aspiring HALTs.

In the planning process are:

HALT Nexus Q&A online – Thursday 16 June 4–5pm 2022

HALT Nexus AGM – Saturday 22 October 2022 (Zoom link available)

NSW HALT Nexus Conference – Term 1 Friday 31 March 2023

Social Networking opportunities for HALTs – TBC

EOI/Opportunities for HALTs

The HALT Steering Committee is currently seeking Expressions of Interest from HALTs to participate in a working party for organisation of social media promotion, planning and identifying professional learning opportunities for HALTs and the preparation of our inaugural conference in 2023.

Please enter your EOI online here: <https://forms.gle/M87avpJY5Jqko9rF6>

HALT Nexus in Action

On the 15 February 2022 the HALT Network wrote to the Hon. Sarah Mitchell MLC to request that all educators be recognised for their efforts in going above and beyond in supporting learning and wellbeing during 2021. On 7 April 2022, the Minister responded by confirming that all active teachers would receive 5 hours of accredited professional development for their efforts in 2021. [Read the Letter from the Minister](#)



Survey Feedback

In 2021, the HALT Network NSW Survey current and aspiring HALTs to gauge their insights into accreditation. In total, there were 89 responses including 33 from NSW HALTs and 56 from aspiring HALTs. This information was then reviewed by attendees at the 2021 HALT Summit in Brisbane. Key takeaways include:

Existing HALTs wanted:

- Targeted access to Professional Development.
- Greater opportunities to share ideas and collaborate.
- More frequent opportunities to connect with other HALTs.

Aspiring HALTs wanted:

- Advice and guidance on the accreditation process.

A common theme for both groups was raising the profile of HALTs in NSW. These responses have helped shape the world of the HALT Network NSW since 2021. We would like to thank everyone who contributed to this survey.

Upcoming Q&A Session

SAVE THE DATE: Q&A Forum for NSW HALTs and aspiring HALTs –

“The professional journey of Highly Accomplished and Lead Teachers”

Thursday 16 June, 4–5pm via Zoom (Week 8 Term 2)

The HALT Nexus invites you to join a panel discussion of the pathway to becoming and remaining accredited as a Highly Accomplished/Lead Teacher in NSW. HALTs and aspiring HALTs are invited to share their experiences through this Q&A forum hosted by the Professional Teachers' Council NSW.

Register NOW for this free event: <https://ptcnsw.eventsair.com/haltforum/rego>

The panel welcomes questions in advance from participants to enable a fruitful and engaging discussion. Please address your questions to: events@ptc.nsw.edu.au

This event may be included on teachers' elective Professional Learning record, and panel members can also record a Professional Commitment item for their participation.

****EOIs to be on the panel are also welcome**:** Current NSW HALTs who would like to be included as one of the Q&A panel members are welcome to make their interest known – please reply to events@ptc.nsw.edu.au with your contact details so we can follow-up with you about the event.

Inaugural NSW HALT Conference 2023 – SAVE THE DATE

Please save the date: The inaugural NSW HALT Conference is in planning for **Friday 31 March 2023** (Week 9 Term 1). The conference will be hosted by the Professional Teachers' Council NSW (Auburn NSW) with facilities to support rural/remote attendance in a hybrid format.

HALT Snapshot



Each newsletter we will feature a snapshot of our HALTs from NSW. In this newsletter we feature Nerina Bridges, Highly Accomplished Teacher, Assistant Principal Curriculum and Instruction, Samuel Terry Public School, Cranebrook.

Throughout my teaching career, I have always relied on the Professional Standards for Teachers to explain best practice. Having graduated university in 2005, I was considered a new scheme teacher and was therefore required to evidence my proficiency and consequently my ability to maintain proficiency at the end of each maintenance cycle. By understanding and valuing the Professional Standards the way I do, I had always aspired to achieve my accreditation at a voluntary level. Becoming a Highly Accomplished Teacher (HAT) has provided me with opportunities that I could never have anticipated. I have formed lifelong friendships with the teachers and leaders who mentored me along the way, and I will forever appreciate the encouragement and support they gave me throughout my journey. Now more than ever, I am conscious of how the standard descriptors impact everything I do in my classroom and the classrooms of my colleagues. At a school level, I am supporting colleagues to achieve their proficiency and have engaged in a number of professional discussions with teachers about applying for HALT. As a critical friend, I have been part of a network who support teachers to achieve a HALT level of accreditation and having started at a new school this year, I aspire to build the community of practice across my local network by initiating a network of support for aspiring HALTs. Moving forward in my accreditation journey, I would like to learn more about how I can become a HALT Assessor and/or External Observer. This year, as an Assistant Principal of Curriculum and Instruction, I am supporting colleagues, specifically in their first six years of teaching to refine and improve their classroom practice. I have provided demonstration lessons in systematic, synthetic phonics and am delivering professional learning to teachers in and across the network about the research, demonstrating how this approach to early reading development is reflected in the new K-2 syllabus. Linking evidence to the HAT descriptors has allowed me to showcase my practice within the classroom, at a school wide level, as a supporting colleague and across the community. For aspiring HALTs and for those who are considering starting this journey, this initiative provides an opportunity for you to demonstrate your best practice. It will deepen your understanding and appreciation of the standards and will broaden your network to include highly effective, motivated and innovative practitioners across the state. I wish all aspiring HALTs the very best in their accreditation journey, knowing that your commitment to learning will continue to make a difference to our students.

If you would like to share your journey, please contact us at HALTsc@ptc.nsw.edu.au

Sector Snapshot

Mary Ryan is the Head of Professional Learning and Accreditation at Catholic Schools NSW. She reflects on the work of CSNSW to grow and develop HALTs in the Catholic Sector.



It is without a doubt that the introduction of teaching standards for the profession has been one of the most significant developments over past years. The Standards give clarity and structure to the work of teachers and most importantly acknowledge the higher-level work of many within the profession who effectively drive continual development. We know that collective efficacy is a powerful tool of the profession and the higher level standards fosters the necessary work that comes from teachers working together. Catholic Schools NSW (CSNSW) has, as a priority, the support and development of teachers at the higher levels and have designed a number of significant programs for teachers aspiring to and accredited at the higher levels.

Graduate Certificate in Education (Highly Accomplished and Lead Teacher Practice)

The Graduate Certificate in Education (Highly Accomplished and Lead Teacher Practice) is the outcome of a joint initiative of CSNSW and the Australian Catholic University. It is the response to the growing understanding that teachers, encouraged by their principal, were choosing between Highly Accomplished and Lead Teacher (HALT) accreditation and the attainment of a Master's in Education or Educational Leadership. The course stands alone but can articulate to a Master's, removing the need for teachers to make a choice between the two. Course participants take a deep dive into the higher level standards. After reflecting on their own practice, they build an evidence set to demonstrate their impact. They leave the course with a stronger understanding of the process of accreditation at highly accomplished and lead, an awareness of the level of their own practice and an evidence set that can be used as part of a higher level application.

As well as approaching the university with the idea, CSNSW worked closely with HALTs and the university to design the course. To date CSNSW have offered almost 45 fully sponsored scholarships in the course. One of the greatest challenges in driving this agenda is teachers' reluctance to name their work at the higher levels, despite schools depending on them for this work. The course supports them in appreciating the higher standards at which they work and encourages them to have the courage to put themselves forward for recognition.

The Efficacy Project

The Efficacy Project (TEP) is a group of accredited and aspiring HALTs working together to improve their own practice and most importantly make connections. They have or will engage in professional learning with highly sought after academics, including Professor Viviane Robinson, Dr Simon Breakspear and Jenni Donohoo. TEP gives them an opportunity to consider and learn about positive ways to engage with and influence colleagues. Essentially bringing to life the higher level standards that require them to lead, support, provide advice, evaluate, work with and initiate.

What Principals need to know about highly accomplished and lead teachers professional learning modules

This is a one hour online and on demand course for Principals written in cooperation with Teacher Accreditation Authorities in the Catholic sector across the State, and highly accomplished teachers. The course is designed to build Principal knowledge and understanding of the highly accomplished and lead teacher national and state policies and initiatives. It was designed after comprehensive consultation with HALTs and Principals that indicated that there were a number of misconceptions and misunderstandings about HALT.

Individual support and Advocacy

CSNSW works directly with aspiring HALTs supporting them in developing their application, connecting them with accredited HALTs and creating spaces for them to ask questions and test ideas.

Further CSNSW has taken its role in advocating for teachers working at higher levels and for those accredited through significant policy engagement. Most notably, in cooperation with HALTs, we contributed significantly to the development of the new NESAs Highly Accomplished and Lead Teacher Policy. Most importantly we continue to advocate for its implementation as a means to encourage more teachers to step forward and demonstrate their practice and the impact of their practice.

2022 HALT Summit Adelaide – “Building Momentum”

HALTs and jurisdictional representatives recently attended the 2022 HALT Summit, some at the venue and others virtually. On day one we were inspired by SA Lead teacher, James Ellis and the keynote was delivered by Derek Scott, CEO Principal of Haileybury and Chair of ACARA.

Breakout sessions were a highlight where HALTs shared best practice across the space. Professor John Hattie once again supported the summit with valuable contributions across the two days. NSW HALTs had the opportunity to network both during the Summit and out and about in Adelaide.



Abby Saleh, a NSW HALT and AP Curriculum and Instruction at Chester Hill North Public School co-hosted the Summit and reflects on her experience. *“The HALT Summit is always something that is the highlight of my calendar, and this year it did not disappoint (as expected). Over 380 delegates and education leaders from all over Australia either attended the face to face session at the Hilton, in Adelaide or on-line (from the comfort of their homes). The theme of the summit was ‘Building Momentum’, and I personally left the summit feeling enthused and*

eager to work with HALT colleagues to promote HALT certification.” On day one, delegates were treated to some of the most up to date information about HALT certification by the AITSL CEO, Mark Grant and had the pleasure of engaging with the inspiring work of fellow South Australian HALT, James Ellis.



Delegates at the 2022 HALT Summit, Adelaide

There were numerous calls to actions by presenters at the summit to grow the numbers of HALTs including from Derek Scott, Principal of the year 2019 and ACARA Chair, as well as Professor John Hattie. As usual, our favourite part of the summit, the 'Sharespace' was a resounding success – providing us with food for thought, expert practical advice and strategies to take back to our schools.

My favourite sentiments of the summit was firstly, the notion that HALTs were the “Guardians of the Standards’ and the importance of growing the HALT network, which currently stands and a measly 0.03% of all Australian teachers.

It was great to have the Hon. Blair Boyer, SA Minister for Education address the summit and encourage HALTs to continue to lead and drive improvement in education. As co-MC (with the fabulous Deana Cuconits from SA), I felt compelled to formally represent the HALT network and communicate to the leaders of AITSL our strong desire for AITSL to hold the next Summit in Fiji!

Check us out at: <https://www.halt.ptc.nsw.edu.au> or contact us: HALTsc@ptc.nsw.edu.au

Keep inspiring others and supporting our NSW HALT Network to continue to grow!

Kind regards

The HALT Steering Committee

NSW Highly Accomplished and Lead Teachers Steering Committee

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Anne Gripton, Director
Teaching & Learning Loreto, Kirribilli

Joshua Harnwell, Director
Teaching & Learning Arden Anglican School

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Emma Mansfield, secondment as Chief
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Mercurius Goldstein, Country Organiser
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David Browne, Chief Executive Officer Professional
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