



Teacher Accreditation Policy

2012

(Replaces 2006 and 2011 Version of the Policy)

CONTENTS

1.	Introduction	1
2.	Principles	2
3.	Accreditation	2
4.	A Guide To Responsibilities.....	3
	Teacher	
	Principal	
	CEO	
	SACCS	
5.	Course And Teacher Accreditation Committee	4
6.	Application For Accreditation.....	5

1. INTRODUCTION

“Teachers must remember that it depends chiefly on them whether the Catholic school achieves its purpose”. (Vatican II, Gravissimum Educationis, n. 8).

- 1.1. In addition to the qualifications required for State registration, the Teacher Accreditation Policy articulates the formation that is necessary if teachers are to be able to make a positive contribution to the fulfilment of the aims, objectives and ethos of the Catholic school. This particularly involves a basic understanding of the philosophy of Catholic education and its implications for curriculum and teaching, as well as an understanding of foundational concepts in theology and Scripture.
- 1.2. This policy is predicated on the Vatican II affirmation of the critical role that teachers play in enabling the Catholic school to participate in the evangelising mission of the Church.¹ Two duties in particular are central to this mission of a Catholic school: the task of synthesising culture with faith, and the task of synthesising faith with life.² The synthesis of culture with faith presents teachers with the challenge of illuminating all learning areas in the curriculum with the light of the Gospel. The synthesis of faith with life calls teachers to nurture the growth of the Christian virtues that assist students to participate actively in the reign of God.
- 1.3. The Vatican Congregation for Catholic Education has referred to the many ways in which the various learning areas in the curriculum provide opportunities for synthesising culture with faith.³ Responsibility for providing appropriate training in the religious domain for teachers rests with the Bishop in each diocese.⁴
- 1.4. The intellectual work undertaken by students enkindles a love for truth that will not be satisfied with superficiality in knowledge or judgement. Religious Education has been called the ‘first learning area in the curriculum’ because it provides the opportunity for an explicit engagement with elements from the Tradition. All of the learning areas in the curriculum are however valued because they make their own unique contribution to the mission of the Catholic school.
- 1.5. Every curriculum area that is taught within a Catholic school has a religious dimension: a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills and fostering values that are life-giving and that assist students to search for meaning and truth. In all the Learning Areas in a Catholic school, the process of making meaning enables the knowledge and wisdom that are within students to be enhanced by critical engagement with the world.⁵
- 1.6. The Key Learning Area of Religious Education makes a critical contribution to the life and learning of the Catholic school. Religious Education opens a space where students encounter the Catholic Tradition in a meaningful and explicit way, and in a broader sense it can be integrated into the overall education of students.⁶
- 1.7. “The life of the Catholic teacher must be marked by the exercise of a personal vocation in the Church... It is a vocation with a fullness of life and the personal commitment that the word implies. It offers ample opportunity for a life filled with enthusiasm...fully aware of the importance, the richness and the responsibility of this vocation”.⁷
- 1.8. The South Australian Commission for Catholic Schools establishes this Policy of Teacher Accreditation as a means of ensuring that teachers have been given the

opportunity to develop the skills and knowledge that enable them to make a positive contribution to the mission of the Catholic school.

2. PRINCIPLES

- 2.1. The mission of the Catholic school cannot be realised without appropriately skilled and informed teachers.
- 2.2. Each learning area in the curriculum contributes positively to the formation of the students.
- 2.3. All teachers have a responsibility to obtain the skills and knowledge that enable them to live up to their commitment to contribute positively to the Catholic ethos of the school.
- 2.4. Appropriate programs of formation need to be made available to teachers so that they are able to develop the skills and knowledge necessary for their role as teachers in a Catholic school.
- 2.5. An appropriate regime of certification and record keeping needs to be maintained to ensure that all teachers have accessed the formative programs deemed necessary for the critical role the teachers play in the school.

3. ACCREDITATION

- 3.1. Teachers who gain permanent employment in South Australian Catholic Schools are required to be accredited to teach in South Australian Catholic Schools according to the provisions of 3.3 and 3.4 below, unless provision 3.2 applies.
- 3.2. Teachers employed in South Australian Catholic Schools prior to 1 January 2004 who fulfilled the requirements of the 1989 SACCS Teachers' Accreditation Policy (Accreditation A&B) by 31 December 2006, will be accredited to teach in South Australian Catholic Schools.

3.3. Induction Module

The Induction Module needs to be completed for Teacher Accreditation. The Induction Module is provided annually for all teachers commencing employment in South Australian Catholic Schools, including non-permanent teachers, and is undertaken in the teacher's first year as close to the commencement date as possible.

The scope of the module will include the following:

- Role and Responsibility of the Teacher in a Catholic School
- Purpose and Objectives of Catholic Schools
- Information about CESA, including role of SACCS (including pertinent policies), CEO Teams and services, etc.
- Professional Standards and other legal responsibilities as a teacher in a Catholic school

- Child Protection Curriculum Training.

3.4. Approved Tertiary Catholic Studies

Teachers accepting permanent employment in South Australian Catholic Schools are required to complete an approved course in Catholic Studies within the first five years of employment. These courses may include the Graduate Certificate in Catholic Education, the Catholic Studies sequence in the Bachelor of Education at UniSA or other approved program. Accreditation normally entails the completion of four semester-length, approved tertiary Catholic Studies units. A selection of approved programs is available at

<http://online.cesamet.adl.catholic.edu.au/docushare/dsweb/View/Collection-2139>.

4. A GUIDE TO RESPONSIBILITIES

4.1. The Responsibility of the Teacher

All teachers employed in South Australian Catholic Schools are required to complete the Induction Module within 12 months of their employment as close to the commencement date as possible, and within 5 years of commencing permanent employment complete the accreditation requirements to teach in South Australian Catholic Schools.

4.2. The Responsibility of the Principal

The principal has the responsibility to ensure that SACCS requirements for teacher accreditation are fulfilled.

In practice this means:

- advising the teacher prior to an offer of permanent employment of the requirements
- assisting the teacher to access approved courses in ways that are appropriate to the needs of the teacher and the school
- planning and facilitating access to and monitoring progress through the Accreditation courses
- Recommending the applicant for accreditation upon completion of the requirements by signing the teacher's application form

4.3. The Responsibility of the Catholic Education Office

The Catholic Education Office will offer courses on a regular basis so that teachers are able to complete the accreditation requirements within the specified time frame.

In practice this means:

- notifying teachers of course offerings
- ensuring that courses are offered at accessible times
- maintaining teacher and course accreditation registers

- providing appropriate certification to the teacher and the principal regarding progress through the accreditation program
- Provide an accreditation certificate signed by the Director to teachers who successfully fulfill the accreditation requirements

4.4. The Responsibility of SACCS

The South Australian Commission for Catholic Schools is responsible for developing, approving and monitoring the arrangements for the accreditation to teach in a Catholic School in South Australia.

In practice this means:

- monitoring the implementation of the policy
- reviewing the policy
- ensuring as far as possible that any accreditation granted to teachers in South Australian Catholic Schools is portable across Australia.

5. COURSE AND TEACHER ACCREDITATION COMMITTEE

- 5.1. A subcommittee of the Religious Leadership and Culture Standing Committee (RLCSC) shall be responsible for course and teacher accreditation and applications for exemption from the Teacher Accreditation Policy.
- 5.2. This subcommittee shall be known as the RLCSC Course and Teacher Accreditation Committee and be comprised of members of RLCSC and may co-opt other members as required.
- 5.3. The RLCSC Course and Teacher Accreditation Committee will report to RLCSC.

6. APPLICATION FOR ACCREDITATION

- 6.1. On completion of the requirements teachers will complete the application for accreditation to be found in the Religious Education section of CESAonline.
- 6.2. Applications must be signed by the teacher's principal
- 6.3. The applications should be forwarded to the Coordinator of Religious Education in the Catholic Education Office.

¹ Vatican II Council, 1965, *Declaration on Christian Education*, n.8; Congregation for Catholic Education, 1998, *The Catholic School on the Threshold of the Third Millennium*, n.11

² Congregation for Catholic Education, 1977, *The Catholic School*, n. 37.

³ Congregation for Catholic Education, 1988, *The Religious Dimension of Education in a Catholic School*, part 3.

⁴ Congregation for Catholic Education, 1982, *Lay Catholics in Schools: Witnesses to Faith*, n. 66.

⁵ Catholic Education SA, 2007, *Crossways: Religious Education Framework for SA Catholic Schools*, Section A p.32.

⁶ Catholic Education SA, 2007, *Crossways: Religious Education Framework for SA Catholic Schools*, Section A, p.30.

⁷ Congregation for Catholic Education, 1982, *Lay Catholics in Schools: Witnesses to Faith*, n. 57.

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This document will be reviewed in February 2016 and updated as regulatory matters or other matters associated with the document arise.

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