



# Procedure

## Accreditation at Proficient Teacher

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### **Brief Description:**

Gaining accreditation at Proficient Teacher is a developmental process where teachers are supported by supervisors who provide guidance, support and feedback as teachers develop their practice to meet the Australian Professional Standards for Teachers at the career stage of Proficient Teacher.

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## 1. Introduction

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The path to accreditation at Proficient Teacher supports the development of a teacher's practice. It aims to develop a teacher's confidence and expertise as they build their practice to meet the Standard Descriptors at Proficient Teacher of the Australian Professional Standards for Teachers (the Standards).

This procedure is to be read and applied in conjunction with the department's Accreditation at Proficient Teacher in NSW Public Schools Policy (2019).

The procedure will also refer to detail in the NSW Education Standards Authority (NESA) [Proficient Teacher Accreditation Policy](#) (2019) in particular reference to the responsibilities of teachers and principals, the supervisor's observation and collected evidence to fulfil the requirements of achieving Proficient Teacher.

All positions delegated as a Teacher Accreditation Authority (TAA) use the department's procedure to ensure consistency and alignment with NESA policy and the Teacher Accreditation Act 2004.

## 2. Audience and application

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The procedure describes the process for mandatory accreditation at Proficient Teacher for teachers approved to teach in NSW public schools and employed by the NSW Department of Education (the department).

All teachers, either permanently appointed or working in a casual or temporary capacity, are required to be accredited to work in any school in NSW. Provisionally and conditionally accredited teachers will begin working towards achieving the Standards at Proficient Teacher once they commence teaching.

## 3. Responsibilities and delegations

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### 3.1 Teachers

It is the legislative responsibility of each individual teacher to hold active accreditation to teach in any NSW school. Teachers need to complete the requirements for achieving accreditation at Proficient Teacher within their designated timeframe to continue their career as a teacher. This includes payment of annual NESA fees and holding a current Working with Children Check clearance.

Teachers need to seek the support of colleagues and supervisors to develop their practice to meet the Standard Descriptors at Proficient Teacher. Teachers will need to collect and annotate documentary evidence that reflects their practice and initiate a conversation with their supervisor to commence finalisation of their accreditation. Teachers need to participate in an observation by their supervisor and acknowledge having read their supervisor's report on their practice at the time they are finalising their accreditation.

For a list of all responsibilities refer to section 11.1 of the NESA [Proficient Teacher Accreditation Policy](#) (2019).

## 3.2 Supervisors

A supervisor may be a principal, or a position delegated by the principal, responsible for supporting teachers with accreditation. Supervisors provide guidance, support and feedback to teachers as they develop their professional practice at the career stage of Proficient Teacher. Based on their knowledge and observation of a teacher's practice, the supervisor completes an observation report for the purposes of finalising accreditation, and also the teacher's Proficient Teacher Accreditation Report which supports the TAA in making an accreditation decision. In cases where the supervisor is not a principal, if there is a concern about a teacher's practice, the supervisor will need to raise this within 21 days of becoming aware of the issue with their principal.

For a list of all responsibilities refer to section 11.2 of the NESA [Proficient Teacher Accreditation Policy](#) (2019).

## 3.3 Principals

Principals are responsible for ensuring that all teachers are allocated a supervisor, are inducted into the school and are receiving appropriate support to achieve accreditation at Proficient Teacher. In addition, principals will implement performance and development processes at their school which are aligned to the Standards and support accreditation.

For teachers eligible for Beginning Teacher Support Funding, principals will also make decisions about use of funding, in line with the [Beginning Teacher Support Funding Policy](#), to assist teachers in developing their teaching practice.

Once the teacher has acknowledged reading the completed Proficient Teacher Accreditation Report, principals are responsible for reviewing the report to determine whether it is an accurate reflection of the teacher's practice as the TAA for teachers gaining Proficient Teacher accreditation.

### 3.4 Teacher Accreditation Authorities (TAA)

Consistent with the Teacher Accreditation Act 2004 and the Educational Standards Authority Act 2013, the Secretary, Department of Education, has delegated principals as the TAA with the responsibility for making accreditation decisions at Proficient Teacher for teachers in NSW public schools.

The Director, Educational Leadership, will be the TAA for principals who require accreditation at Proficient Teacher.

### 3.5 NSW Education Standards Authority (NESA)

NESA manages the system of accreditation in NSW. This includes maintaining a database of teachers at all levels of accreditation and providing updates for teachers about their progress in meeting requirements for accreditation. NESA will inform teachers who are at risk of not meeting accreditation requirements.

## 4. Developing teaching practice against the Standards

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The Australian Professional Standards for Teachers (the Standards) form the framework in which all teachers gain and maintain accreditation. The Standards define the knowledge, practice and professional engagement needed for high quality, effective teaching. Through the use of explicit statements, the Standards create a shared language that defines the capabilities and expertise of quality teaching practice. The accreditation process aligned to the Standards supports the integrity and accountability of the profession.

Once they begin teaching, provisionally or conditionally accredited teachers will need to familiarise themselves with the Standards as they begin to develop their practice in alignment with the 37 Standard Descriptors at Proficient Teacher.

Further information about the Standards is accessible on the [NESA website](#).

A key focus for provisionally and conditionally accredited teachers will be on developing their practice to achieve the Standard Descriptors defined at the career stage of Proficient Teacher. To develop their practice, teachers need to:

- actively participate in performance and development processes. The Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools enables supervisors and principals to have regular conversations with teachers about their practice against the Standards and identify potential professional development needs.

- be open to requesting and receiving feedback from colleagues
- collaborate with a supervisor and/or mentor
- have their teaching practice observed by a supervisor
- stay informed of research on educational practices to apply to their classroom
- engage with professional learning activities
- reflect on their practice.

## 5. Achieving Proficient Teacher accreditation

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It is a mandatory requirement that provisionally or conditionally accredited teachers who are working in NSW public schools achieve accreditation at Proficient Teacher within the required timeframe (see section 6).

To achieve accreditation at Proficient Teacher, teachers must:

- 1) meet the Standards for Proficient Teacher
- 2) annotate and submit evidence that demonstrates they have reflected on their practice against the Standards and that their practice consistently meets the Standards
- 3) submit an observation report completed by their supervisor on an observation of their practice
- 4) read the Proficient Teacher Accreditation Report completed by their supervisor and acknowledge this within their NESA online account.

To remain accredited, teachers will need to continue to pay their annual accreditation fee to NESA and hold a current NSW Working with Children Check (WWCC) clearance.

If conditionally accredited, teachers will need to provide a copy of their final transcript to NESA as evidence of completion of their teacher education program.

### 5.1 Use of NESA online account

Teachers, supervisors and TAAs will use their NESA online account to complete all the tasks required during a teacher's accreditation process. This includes teachers uploading their documentary evidence, authentication of evidence, annotation of evidence, supervisors verifying evidence, supervisors writing the Proficient Teacher Accreditation Report and the TAA recording their accreditation decision.

## 5.2 Collecting evidence

Once a teacher has a range of teaching experience, they begin collecting documentary evidence as samples of their work to demonstrate their teaching practice at Proficient Teacher.

The documentary evidence collected by teachers comprises of material normally used in preparing for and delivering teaching programs and assessing and recording student achievement of learning outcomes.

Documentary evidence collected is a sample of a teacher's work, it is not a comprehensive portfolio. A teacher's practice must meet all the Standard Descriptors before they can be accredited at Proficient Teacher, however teachers are not required to collect or annotate evidence for each of the 37 Standard Descriptors. Each item of evidence should only address two to four Standard Descriptors.

For further advice, comprehensive evidence guides are available on the [NESA website](#).

## 5.3 Authentication of evidence

Teachers who collect documentary evidence from a number of schools need to have their work authenticated by a colleague accredited at Proficient Teacher or above. This will be applicable for temporary and casual teachers who will have their evidence authenticated at the school in which the document was used. Authentication can be completed in the NESA online account. Authentication is a process where a colleague confirms the evidence as the teacher's own work, it is not a verification process of the evidence being representative of the Standards. A separate verification process will be undertaken by a supervisor once the teacher submits all their documentary evidence when finalising their accreditation.

## 5.4 Determining readiness to finalise accreditation

When a teacher is confident that their practice meets all of the Standard Descriptors at Proficient Teacher, they should initiate a discussion with their supervisor about their readiness to finalise their accreditation. This would happen after ongoing work between the supervisor and teacher. The supervisor will make a decision about the teacher's readiness to finalise accreditation based on documentary evidence reviewed, observation of the teacher's practice and the supervisor's knowledge of the teacher's practice.

## 5.5 Selecting and annotating evidence for submission

To finalise accreditation, in consultation with their supervisor, teachers must select five to eight items from their collected documentary evidence to annotate which illustrate their practice at Proficient Teacher.



A succinct and thoughtful annotation of how each document selected demonstrates the teacher's achievement of the identified Standard Descriptors is a significant feature of evidence. Each piece of documentary evidence that a teacher submits must be annotated by the teacher within their NESA online account to demonstrate achievement of two to four Standard Descriptors at Proficient Teacher.

Annotations should tell the story of the document in terms that are specific to the Standard Descriptors, so that the supervisor and the TAA can easily understand the teacher's view on the link between the documentary evidence and the Standards.

Further advice on the selection and annotation of evidence is available on the [NESA website](#).

## 5.6 Finalising and submitting evidence

No later than three months before the end of their maximum accreditation timeframe and after ongoing consultation with their supervisor, the teacher submits the annotated evidence which best demonstrates their teaching at Proficient Teacher along with the report on an observation of their practice completed by their supervisor. The observation report must not be annotated by the teacher.

A teacher's collection of evidence submitted must address at least one Standard Descriptor from each of the seven Standards at Proficient Teacher.

The focus for submitted evidence is on quality not quantity – the submitted evidence should not exceed 35 single-sided pages in total and not exceed 10MB per item. For example, evidence may be made up of about three to four pages for each of the five to eight documents.

Once evidence is submitted, the supervisor will be notified and have 21 calendar days to write a Proficient Teacher Accreditation Report.

## 6. Service requirements and timeframes for gaining Proficient Teacher

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All teachers are required to know the date when their period of accreditation will end and what accreditation actions they are required to achieve in the relevant period. Teachers can find information about their accreditation timeframes by accessing their NESA online account. TAAs can view timeframes for teachers allocated to their school in their NESA online account.

### 6.1 Minimum timeframes

Section 5.1 of the NESA [Proficient Teacher Accreditation Policy](#) (2019) states that a minimum of 160 days of teaching may enable a teacher to develop their skills and practice against the Standard

Descriptors at Proficient Teacher. The period of employment needs to be long enough for a TAA to be confident that a valid and reliable decision can be made about the teacher's practice against the Standards at Proficient Teacher.

## 6.2 Service requirements for permanently appointed teachers who require accreditation

NESA assigns provisionally accredited teachers a maximum timeframe of three years and conditionally accredited teachers a maximum of four years to achieve Proficient Teacher.

However, provisionally or conditionally accredited teachers appointed permanent on probation who are employed full time are expected to be able to demonstrate the Standards at Proficient Teacher by the end of the second year of their appointment with the department, or within the equivalent of two years of full time service for teachers employed part time.

If a teacher has previously worked in casual or temporary teaching roles, they will need to be aware of their NESA timeframe and ensure that they achieve all requirements before their due date which may occur prior to the end of their second year of service in a permanent role.

During a probationary period, teachers will continue to develop their practice through the implementation of performance and development processes. Although a teacher does not need to achieve all of the Standards within their probationary period, if a principal does have any concerns about a teacher's progress in meeting the Standards for Proficient Teacher the principal should contact the Employee Performance and Conduct directorate (EPAC) for advice.

## 6.3 Service requirements for temporary and casual teachers

Some teachers may be employed casually on a day to day basis whilst others secure temporary engagements for four weeks or more or for one to four days per week for two terms or more.

Due to the variable nature of their employment, temporary and casual teachers have a maximum of five years to complete their accreditation at Proficient Teacher if provisionally accredited, and a maximum of six years if conditionally accredited. Many temporary and casual teachers will have opportunities through securing blocks of teaching to achieve accreditation prior to the maximum timeframe. It is recommended that temporary and casual teachers use these opportunities to achieve accreditation. Temporary and casual teachers need to be aware that gaining a permanent teaching appointment does not mean that their timeframe to achieve accreditation will be extended.

### 6.3.1 Securing a block of teaching

The period of time for developing skills and practice may not always occur through full time or continuous employment. Initially, it may be through very short periods of employment at a number of

schools. However, a continuous period of six to ten weeks should become a component of a teacher's employment to provide the opportunity for the teacher to demonstrate the full range of Standard Descriptors. A longer period may be necessary if working part-time.

Continuous employment at one school provides teachers with opportunities to demonstrate their practice against the Standard Descriptors that involve planning, programming and assessment, and communication with colleagues, parents and the community. It also allows the principal to determine over a period of time that a teacher consistently meets the Standards.

Securing a block of teaching is advantageous to a teacher in developing their practice, however it is not an essential requirement in order for a TAA to make an accreditation decision. There is some degree of flexibility that recognises the nature of temporary and casual employment.

### 6.3.2 Seeking support of a TAA

Once a temporary or casual teacher has had a range of teaching experience or is commencing a block of teaching on a temporary engagement, they will need to approach the school to discuss with the principal their wish to use this time for the purposes of finalising their accreditation. The application for support to achieve accreditation, which may have been made through discussion, should be confirmed by the teacher in writing, usually via email. Temporary and casual teachers should select a school where they have an established relationship and have recently completed sufficient work to enable a principal as TAA to make an accreditation decision.

Principals should support teachers engaged in a block of teaching to access the accreditation process. Temporary and casual teachers should be encouraged to seek out and participate in professional support at their nominated school or within their local network.

## 6.4 Standards Based Remuneration

From 1 January 2016, accreditation and the teacher's remuneration scale have been linked. Further information about the connection between accreditation and remuneration is accessible in the department's [Standards Based Teacher Salary Procedure](#) and the [Crown Employees \(Teachers in Schools and Related Employees\) Salaries and Conditions Award 2017](#).

## 6.5 Leave of absence

Teachers can take a leave of absence from accreditation to put their provisional or conditional accreditation timeframe on hold for a minimum period of 6 months to a maximum of 5 years. Teachers are not permitted to teach in a NSW school for the duration of their leave of absence and need to apply through their NESA online account or by contacting NESA directly.

For details on applying for a leave of absence refer to section 10 of the NESA Proficient Teacher Accreditation Policy (2019). Further information is available on the [NESA website](#).

## 6.6 Ceasing to be provisionally or conditionally accredited

If a teacher does not achieve Proficient Teacher accreditation within the maximum timeframe their provisional or conditional accreditation ceases and they are no longer eligible to teach in any NSW school. The department will not continue to employ a teacher who does not achieve accreditation.

Prior to any ceasing action occurring, principals and TAAs must have complied with their responsibilities defined within this procedure. This includes the provision of support through the performance and development cycle and consultation with EPAC for permanent and temporary teachers as necessary for any teacher for whom they are acting as the TAA.

Refer to section 7 of the NESA [Proficient Teacher Accreditation Policy](#) (2019).

## 7. Supervising teachers to achieve accreditation at Proficient Teacher

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Teachers who are provisionally or conditionally accredited need additional support as they begin their career as a teacher. Supervisors play an important role in the development of a teacher's practice. Schools need to work with teachers early in their career to identify and address the teacher's professional learning needs as well as implement supportive, structured supervision programs that are informed by the professional judgements of supervisors and principals. Supervisors and principals should use the expertise of colleagues within their school to provide professional support and strategies to assist the teacher.

### 7.1 The role of the supervisor

All teachers, including casual teachers employed regularly and teachers on temporary engagements, require the ongoing professional support of a supervisor. Supervisors play a pivotal role in supporting the teacher to work through the process of accreditation.

The Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools enables supervisors to have meaningful conversations with teachers about their practice to support their professional growth and development towards achievement of the Standards at Proficient Teacher. It is recommended that supervisors use the performance and development process to support accreditation requirements and that teachers include a goal in their performance and development plan in the year that they aim to achieve Proficient Teacher accreditation.

Teachers and supervisors should discuss, schedule, plan for and participate in teaching observations and feedback discussions. The frequency of documented teaching observations and feedback discussions will depend on the level of support required to enable the teacher to demonstrate achievement of the Standards at Proficient Teacher.

In certain circumstances, the principal may be the supervisor and the TAA.

In a variety of contexts supervisors:

- provide guidance for further development of teaching practice and advice on areas for further improvement
- discuss the type of evidence to be used to make judgements about the teacher's demonstration of the Standards at Proficient Teacher
- observe a teacher's practice and provide written feedback on teaching observations as appropriate
- advise the teacher on their collection of annotated evidence
- write a report on the teacher's practice.

## 7.2 Observing a teacher's practice

Observation of a teacher's practice by colleagues and supervisors is an effective way for teachers to receive feedback and promote reflection against the Standards. Whilst any planned observation with targeted outcomes is beneficial for a teacher to develop their practice, it is a requirement of achieving Proficient Teacher accreditation that a teacher be observed by a supervisor. Feedback and a report of the observation by the supervisor needs to be provided to the teacher (within 14 calendar days of the observation) which is then submitted in addition to the documentary evidence for review during the decision making process by a TAA.

The supervisor's report of the observation must include:

- a record of the pre-observation discussions between the teacher and supervisor
- two to four Standard Descriptors at Proficient Teacher agreed as the focus
- a written account by the supervisor of the observation referencing the agreed Standard Descriptors
- the teacher's reflection on their teaching practice
- written feedback to the teacher from the supervisor following the observation.

NESA have an observation template available on their website for use, however this is not mandatory. The observation method or template used must encompass the requirements listed in this section.

## 7.2.1 The NESA Proficient Teacher Accreditation Report

Prior to completing the Proficient Teacher Accreditation Report, supervisors should review all annotated evidence to ensure it has been completed and meets the Standards for Proficient Teacher. If there are any concerns with the evidence submitted, the supervisor will need to provide feedback so that the teacher is able to rectify concerns prior to finalising their accreditation. Once the annotated documentary evidence has been submitted, supervisors will then complete the Proficient Teacher Accreditation Report within their NESA online account.

The report:

- describes achievement at Proficient Teacher by commenting on each of the seven Standards using language consistent with the Standards
- is specific to the individual teacher's practice (including some examples)
- is consistent with, and takes into account, all sources of evidence of achievement of the Standard Descriptors at Proficient Teacher.

Supervisors are required to complete the Proficient Teacher Accreditation Report within 21 calendar days of the teacher submitting their completed evidence. Support materials to assist supervisors to make valid, fair and reliable judgements when writing the Proficient Teacher Accreditation Report are available on the NESA website.

Once the Proficient Teacher Accreditation Report has been completed and submitted by the supervisor, the teacher must read and acknowledge that they have read the report in their NESA online account. This will then trigger a notification to the TAA that a submission is awaiting their decision. The TAA will have 28 calendar days from this notification to make an accreditation decision.

## 8. The accreditation decision

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A TAA can decide that a teacher has met all the requirements for accreditation or does not meet one or more of the requirements for accreditation.

The following evidence must be submitted via the NESA online system to the TAA and forms the basis on which a decision will be made:

- 1) Annotated documentary evidence of the teacher's practice verified by the supervisor
- 2) A report on an observation of the teacher's practice completed by the supervisor
- 3) The Proficient Teacher Accreditation Report completed by the teacher's supervisor.

The TAA will have 28 calendar days from the date the teacher acknowledges having read their supervisor's Proficient Teacher Accreditation Report within their NESAs online account to make an accreditation decision. If further information is needed from the teacher or supervisor, this will need to occur within the 28 calendar day period.

## 8.1 Decision to accredit

If a TAA decides that a teacher meets all the requirements for accreditation at Proficient Teacher, they will record the decision within their NESAs online account which notifies the teacher and NESAs of the decision. The teacher will commence their first maintenance of accreditation period on the day the accreditation decision is made.

## 8.2 Concerns about a teacher's practice

If a TAA is informed by a supervisor that there are concerns regarding a teacher's practice at any time during the accreditation period, the TAA will need to review the support that has been provided and contact EPAC to seek further advice.

A TAA cannot make a decision to not accredit on the basis that the teacher's practice has failed to meet the Standards for Proficient Teacher unless there has been evidence of support provided through performance and development processes and consultation with EPAC.

A teacher must remain actively accredited whilst on a program of support. The TAA may need to contact NESAs to request an extension to the teacher's accreditation timeframe. This will allow for the provision of further support to enable the teacher to demonstrate their practice at Proficient Teacher before an accreditation decision is made.

## 8.3 Unable to make an accreditation decision

A TAA can decide to not make an accreditation decision if the teacher has taught less than 160 days and the teacher has not worked long enough in their school to allow them to make an accreditation decision. To make a judgement about the teacher's practice, the TAA should consult with previous TAA/s (if consent has been provided by the teacher). It is also recommended that principals discuss the decision to not make an accreditation decision with their Director, Educational Leadership prior to recording the decision in their NESAs online account.

Implications of a decision to not make an accreditation decision for the teacher can be found in 6.2.1 of the NESA [Proficient Teacher Accreditation Policy](#) (2019).

Where the TAA determines that an accreditation decision cannot be made, the teacher must be advised by the principal of the decision and their access to the internal review process and the NSW Civil and Administrative Tribunal (NCAT) process (refer to section 12 of this procedure).

## 9. Suspension or revocation of accreditation

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Teachers can have their accreditation suspended or revoked by NESA in line with the NESA Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy for reasons which include;

- on general grounds; for example, guilty of a serious offence, for serious misconduct leading to dismissal and failure to comply with conditions of accreditation (non-payment of fees); and/or
- for failing to comply with the requirements of the Australian Professional Standards for Teachers.

## 10. Accreditation of returning teachers

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As outlined in section 8 of the NESA Proficient Teacher Accreditation Policy (2019), a returning teacher who does not have current accreditation to teach in NSW may be eligible to apply for immediate reaccreditation at Proficient Teacher. First, the returning teacher must apply to NESA for provisional accreditation. Once provisionally accredited, the teacher can apply for immediate accreditation at Proficient Teacher through their NESA online account. The TAA will then have 28 calendar days to make an accreditation decision.

The TAA can make a decision to immediately reaccredit if they are confident that the teacher is consistently demonstrating the Standards at Proficient Teacher. When making the accreditation decision, TAAs may refer to evidence of the teacher's prior experience, an observation of practice or other collected documentation. The decision is then recorded in their NESA online account.

Further details of the implications of the TAA's decision to immediately accredit or refuse to immediately accredit are in section 8 of the NESA [Proficient Teacher Accreditation Policy](#) (2019).



## 11. Internal Review Process

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A request by a teacher for an internal review of the decision not to accredit must be:

- based on issues of procedure
- made in writing
- supported by documentary evidence
- made within 28 days of the teacher being informed of the accreditation decision by the TAA.

The request by a teacher for an internal review is to be made to the Director, Educational Leadership. For principals, the request for an internal review will need to be made to the Executive Director, School Performance. The outcome of the internal review will be communicated to the teacher within 21 calendar days from receipt by the reviewer.

If the decision to not accredit is upheld following the internal review, the teacher may apply to the NSW Civil and Administrative Tribunal (NCAT) for a further review of the accreditation decision. Advice about this process will be provided in writing by the reviewer.

## 12. Monitoring, evaluation and reporting requirements

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The Deputy Secretary, Corporate Services, or nominee, is responsible for the periodic review and revision of this Procedure. The review is to take place every three years, or sooner, if appropriate.

## 13. Resources

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There is a wide variety of support resources that are accessible to all teachers:

- [Teaching Standards](#) – The Teaching Standards website provides clear, concise support for the Standards and accreditation linking casual, temporary and permanent teachers to accurate, relevant policies and procedures. It provides access to more than 100 hours of NESA Registered Professional Development which addresses all Standards and focuses on classroom practice.
- [Performance and Development Framework for Principals, Executives and Teachers](#) – the department's framework for the effective implementation of performance and development plans that supports teacher development and demonstration of practice against the Standards.

- [NSW Education Standards Authority \(NESA\)](#) - NESA has information about accreditation for teachers and TAAs as well as a guide on the Australian Professional Standards for Teachers.

An observation template is also available on the NESA website.

- [Australian Institute for Teaching and School Leadership \(AITSL\)](#) – the organisation for initial teacher education, school leadership and teaching across Australia. AITSL develop and share tools and resources that are aligned with the Standards to improve teacher's practice.
- [Employee Performance and Conduct directorate](#) – further details about the support provided for teachers not demonstrating their practice against the Standards and the relevant improvement programs for implementation.

## 14. Document history

### 14.1 Document information

<b>Procedure title</b>	Accreditation at Proficient Teacher
<b>Current version</b>	7.0
<b>Policy number</b>	DOC16/1020539
<b>Approved by</b>	Deputy Secretary, Corporate Services
<b>Approval date</b>	28 February 2018
<b>Implementation date</b>	30 August 2005
<b>Date of last update</b>	28 February 2018
<b>Next scheduled review date</b>	28 February 2021
<b>Audience</b>	Teachers, Principals and Directors.
<b>Location in taxonomy</b>	Procedure
<b>Subject keywords</b>	Proficient, accreditation, NESA

### 14.2 Document accountability

Role	Name
Procedure Owner	Executive Director, Human Resources
Procedure Advisor	Director, Talent Management, Human Resources
Procedure Facilitator	Manager Teacher Talent Programs, Human Resources
Procedure Contact	Senior Advisor, Teacher Talent Programs, Human Resources 02 7814 1930

### 14.3 Document version history

Version	Date	Author	Change description
1.0	August 2005	Human Resources	Original version
2.0	May 2007	Human Resources	Responsibilities and delegations
3.0	February 2008	Human Resources	Responsibilities, delegations and process for the Maintenance of Accreditation at Professional Competence
4.0	February 2014	Teacher Talent Program, Human Resources	Updated to reflect formation of BOSTES

Version	Date	Author	Change description
5.0	July 2015	Teacher Talent Program, Human Resources	Amended to reflect delegation to principal as TAA
6.0	August 2015	Teacher Talent Program, Human Resources	Change to service requirements
7.0	March 2018	Teacher Talent Program, Human Resources	New template, removal of maintenance requirements and updates based on changes to NSW Education Standards Authority policy changes.

#### 14.4 Consulted stakeholders

Version	Date	Stakeholder	Change description
7.0	November 2017	Leadership & High Performance directorate	Verbal and written feedback received
7.0	November 2017	Employee Performance and Conduct directorate	Written feedback received
7.0	November 2017	Industrial Relations directorate	Written feedback received
7.0	November 2017	Executive Directors of School Performance	Written feedback received from one of the six Executive Directors
7.0	November 2017	Legal Services directorate	No feedback received
7.0	November 2017	Teaching Standards directorate at the NSW Education Standards Authority (NESAs)	Written feedback received
7.0	November 2017	NSW Primary Principals' Association	No feedback received
7.0	November 2017	NSW Secondary Principals Council	Written feedback received
7.0	November 2017	NSW Teachers Federation	Written feedback received

## 14.5 Document linkages

### 14.5.1 Legislation and regulation

Key relevant legislation and regulation that determines influences or defines this procedure:

Year of enactment	Title of legislation
2004	Teacher Accreditation Act

### 14.5.2 Procedure and Guideline

Reference policy or guidelines that relate to this policy:

Type	PD number	Title
Code	DOC16/1020539	Accreditation at Proficient Teacher in NSW Public School Policy
Code	DOC18/179614 and DOC18/179482	Maintenance of teacher accreditation at Proficient, Highly Accomplished and Lead Teacher

## 15. Terms and definitions

Definitions of terms that are contained in this procedure:

Term	Definition
Authenticated	Confirmation by a teacher's colleague, who is accredited at Proficient Teacher or above, that the documentary evidence is the teacher's own work. The act of authentication is not confirming whether or not the teacher's documentary evidence meets the Standards.
Beginning Teacher Support Funding	Funding provided to schools to support the beginning teacher's induction and professional development guided by the Australian Professional Standards for Teachers.
Career stage	The seven Standards of the Australian Professional Standards for Teachers (the Standards) span across four career stages from Graduate Teacher, Proficient Teach, Highly Accomplished Teacher to Lead Teacher. The four career stages enable recognition of the professional growth of teachers throughout their careers.
Conditional	Entry accreditation status granted by NESA for those who start teaching before finishing their teaching degree.
Department	Means the NSW Department of Education.
eTAMS	eTAMS is an acronym used which means electronic teacher accreditation maintenance system. eTAMS is the name used for the NESA online account.
Inducted into a school	Strong start, Great teachers is the department's professional learning framework for supporting school-based induction for beginning teachers.
NCAT	Acronym for the NSW Civil and Administrative Tribunal.
NESA	Acronym for the NSW Education Standards Authority
NESA online account (eTAMS)	Each accredited teacher and TAA will have a unique NESA identifier and will use this to login to their NESA online account. The NESA online account is a system which teachers access to update their personal information, record their professional development and view their accreditation record. TAAs can view accreditation records for teachers at their school and attest to teachers maintaining accreditation in their own login for their NESA online account. eTAMS is an acronym used which means electronic teacher accreditation maintenance system.
Probation	A 12 month period for provisionally or conditionally accredited teachers appointed to their first permanent position. During the probationary year teachers take part in performance and development processes and gain a clear idea of their key work related goals and the professional development of their capabilities as a teacher.

Term	Definition
Provisional	Entry accreditation status granted by NESA for graduate teachers who have finished a teaching degree.
Returning Teacher	A teacher who has previously been accredited at Proficient, Highly Accomplished or Lead Teacher, or is eligible to be accredited at Proficient Teacher and has had more than five years away from teaching in NSW.
Standards	Abbreviation for the Australian Professional Standards for Teachers. There are seven Standards which identify what is expected of teachers within three domains of teaching.
Standard Descriptors	Each Standard within the Australian Professional Standards for Teachers is divided into focus areas and then Standard Descriptors for each of the career stages of Graduate, Proficient, Highly Accomplished and Lead Teacher. Each Standard has a total of 37 Standard Descriptors which define the knowledge, practice and professional engagement needed for high quality, effective teaching
Supervisor	A teacher who has been delegated by the TAA to support a provisionally or conditionally accredited teacher develop their practice against the Standards and to fulfil the roles and responsibilities described in this procedure and the NESA Proficient Teacher Accreditation Policy (2019). Supervisors must be accredited at Proficient Teacher or above.
TAA	TAA is an acronym used for Teacher Accreditation Authority. The TAA has authority to make accreditation decisions within the department. The Secretary, NSW Department of Education, has delegated the responsibility to principals as Teacher Accreditation Authority for teachers achieving Proficient Teacher. The Director, Educational Leadership will be the TAA for principals achieving Proficient Teacher.
Verification	Confirmation by the supervisor that the teacher's annotated documentary evidence addresses the Standard Descriptor/s identified. Verification is an end-point process that occurs when the teacher is finalising their accreditation. Evidence does not have to be authenticated before being verified.