



# Procedure

## Maintenance of teacher accreditation at Proficient, Highly Accomplished and Lead Teacher

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### **Brief Description:**

All teachers accredited at Proficient, Highly Accomplished or Lead Teacher must maintain their accreditation to continue to teach in any NSW school. During a maintenance cycle, teachers will need to demonstrate their practice continues to meet the Standard Descriptors for their career stage according to the Australian Professional Standards for Teachers. Appropriate selection and engagement in professional development is required as a part of this process and will further assist Teacher Accreditation Authorities to make accreditation decisions.

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## 1. Introduction

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Maintaining accreditation supports teachers to ensure their practice continues to meet the Australian Professional Standards for Teachers (the Standards). Maintenance of accreditation is a cyclical process that occurs once teachers have gained accreditation at Proficient, Highly Accomplished or Lead Teacher. To maintain accreditation, teachers need to engage in professional learning and demonstrate that their practice continues to meet the Standards for their career stage.

In late 2017, the Minister endorsed the NSW Education Standards Authority (NESA) [Maintenance of Teacher Accreditation Policy](#) (2018) which includes changes to the way teachers will maintain accreditation from January 2018.

This procedure expands on the NESA [Maintenance of Teacher Accreditation Policy](#) (2018) to guide and support teachers, principals and Teacher Accreditation Authorities (TAAs) working in the NSW Department of Education (the department).

The procedure describes:

- Mandatory requirements for teachers employed by the department to maintain their accreditation at the career stage of Proficient, Highly Accomplished or Lead Teacher
- How teachers are supported to maintain accreditation
- The accreditation decision making process of a TAA supported by the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools
- Internal review processes.

The procedure is supported by the department's Accreditation at Proficient Teacher Procedure and Accreditation at Highly Accomplished Teacher and Lead Teacher Procedure which define how teachers gain accreditation at each career stage.

## 2. Audience and application

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As of January 2018, all teachers are required to be accredited to teach in any school within NSW.

The procedure applies to all teachers maintaining accreditation. The requirement to maintain accreditation is the same for teachers employed in a permanent, temporary or casual capacity.

## 3. Responsibilities and delegations

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### 3.1 Teachers

It is the legislative responsibility of each teacher to hold active accreditation to teach in any NSW public school. Teachers need to maintain their accreditation within their designated timeframe to continue their career as a teacher, this also includes payment of annual NESA fees and holding a current Working with Children Check (WWCC) clearance.

Teachers need to understand and complete the requirements defined in NESA and department policy and procedures to ensure they are able to continue to teach in a NSW public school.

### 3.2 Principals and Directors

Principals are responsible for providing support to teachers during a teacher's maintenance cycle. Principals will need to determine the professional activities and processes, including performance and development, they will use to make accreditation decisions within their school.

In addition, principals will need to maintain their own accreditation by completing the requirements detailed in section 5 of this procedure.

Directors are responsible for providing support to principals through the performance and development process during a principal's maintenance cycle.

### 3.3 Teacher Accreditation Authorities (TAA)

The Secretary, Department of Education, has delegated principals as the TAA (Proficient Teacher (PT)) with the responsibility for making maintenance of accreditation decisions at Proficient Teacher for teachers in NSW public schools. The Director, Educational Leadership will be the TAA (PT) for principals who are maintaining accreditation at Proficient Teacher.

Teachers and principals maintaining accreditation at Highly Accomplished and Lead Teacher will have the Director, Educational Leadership as their TAA (Highly Accomplished and Lead (A/L)).

## 4. The role of the Standards in accreditation

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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. The accreditation process aligned to the Standards supports the integrity and accountability of the profession.

Each maintenance cycle provides opportunities for teachers to refine their practice against the Standards to ensure their ongoing effectiveness through engagement with the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools. Teachers need to demonstrate that their ongoing practice continues to meet all Standard Descriptors throughout their maintenance period to maintain their accreditation.

There are 37 Standard Descriptors which describe what teachers should know and be able to do for each career stage. The Standard Descriptors are grouped into seven Standards across three domains of teaching which are:

Domains of Teaching	Standards
Professional Knowledge	<ol style="list-style-type: none"> <li>1. Know students and how they learn</li> <li>2. Know the content and how they teach it</li> </ol>
Professional Practice	<ol style="list-style-type: none"> <li>3. Plan for and implement effective teaching and learning</li> <li>4. Create and maintain supportive and safe learning environments</li> <li>5. Assess, provide feedback and report on student learning</li> </ol>
Professional Engagement	<ol style="list-style-type: none"> <li>6. Engage in professional learning</li> <li>7. Engage professionally with colleagues, parents/carers and the community</li> </ol>

To learn more about the Standards, further information can be found on the [NESA website](#).

## 5. Requirements of maintaining accreditation

It is a mandatory requirement for teachers who are accredited at Proficient Teacher to maintain their accreditation. Teachers who achieve Highly Accomplished and Lead Teacher accreditation must also continue to maintain their accreditation to remain accredited at that career stage.

To maintain accreditation teachers demonstrate professional autonomy in relation to their knowledge, practice and engagement against the Standards for their career stage.

All teachers, principals and TAAs will complete accreditation tasks within their NESA online account. Each user will have one login where they will complete tasks as a teacher maintaining accreditation and, if relevant, the tasks of a TAA making accreditation decisions.

## 5.1 Accreditation requirements for all career stages

For all career stages, teachers must:

- Demonstrate that their practice continues to meet all the Standards for their career stage (refer to section 5.2)
- Complete applicable professional development requirements for their career stage (refer to section 5.3 and 5.4)
- Pay their annual accreditation fee to NESA
- Hold a current NSW Working with Children Check (WWCC) clearance.

The requirements for accreditation are summarised in the table.

Career Stage	Demonstrate practice continues to reflect the Standards	Professional development (PD)	Registered PD	Teacher identified PD	Annual Fee and WWCC
Proficient	Required TAA determines method. Department recommends use of performance and development processes.	100 hours	Minimum 50 hours	Balance between Registered PD and Teacher Identified PD for remaining hours.	Required
Highly Accomplished & Lead	Required	100 hours	Minimum 20 hours	As above	Required

## 5.2 Demonstration of practice

Teachers demonstrate their practice by engaging in a range of school processes and activities, for example: implementing learning programs, documenting lesson plans and facilitation of meetings or professional learning activities. Observation and feedback of a teacher's practice is facilitated through performance and development processes.

During the initial planning phase when creating a performance and development plan, teachers and supervisors will collaborate to create meaningful and appropriate goals related to the Standards and the school priorities. Teachers will then engage in planned strategies and support to lead to the achievement, or progress towards, these goals. Through regular conversations and planned observations teachers can demonstrate that their practice continues to meet the Standards.

Further description of the practice of Proficient, Highly Accomplished and Lead Teachers can be found on [Teaching Standards in Action](#).

## 5.3 Maintaining accreditation at Proficient Teacher

In addition to 5.1, to maintain Proficient Teacher accreditation, teachers:

- Participate in and complete a mandatory minimum of 100 hours of professional development over the maintenance period. This includes a minimum of 50 hours of NESA Registered Professional Development recorded in a teacher's NESA online account.
- Complete a balance of Teacher Identified Professional Development and record completion in their NESA online account which could include courses not registered through NESA, attendance at conferences, workshops, professional reading, observations, research, delivery of professional development, preparation of articles published in professional journals, working with industry and reflection activities.
- In the final three months of the maintenance period, declare within their NESA online account that they have completed all of the maintenance of accreditation requirements and will have the option to include a reflective statement. A teacher should provide a reflective statement if requested by the TAA to assist in making the accreditation decision.

## 5.4 Maintaining accreditation at Highly Accomplished or Lead Teacher

In addition to 5.1, to maintain Highly Accomplished or Lead Teacher accreditation, teachers:

- Are to be engaged in the delivery of curriculum and assessment in a school, however there is no requirement for a specified number of hours or teaching load to be completed during the maintenance period.



- Complete and submit a maintenance report through their NESA online account.
- Participate in and complete a mandatory minimum of 100 hours of professional development over the maintenance period which comprises:
  - a minimum of 20 hours of NESA Registered Professional Development at or above the applicable accreditation career stage;
  - a minimum of 20 hours of professional commitment activities that support the professional development and practice of colleagues in a teacher's school and/or wider community.

The NESA [Maintenance of Teacher Accreditation Policy](#) (2018) contains further details about requirements for the maintenance report (section 4.1.2) and requirements for professional development (section 4.2).

## 5.5 Recording professional development

During a maintenance period, teachers complete NESA Registered Professional Development and Teacher Identified Professional Development and it is recorded on a teacher's NESA Professional Development Progress Report.

### 5.5.1 NESA online account

A teacher's NESA online account will contain professional development they have completed with the department, other NESA endorsed providers and Teacher Identified Professional Development they have individually recorded.

Teachers will need to access their NESA online account to:

- Monitor progress and completion of professional development. Teachers and TAAs can view or print a Professional Development Progress Report at any stage of the maintenance cycle to track completed hours.
- Complete online evaluations of NESA Registered Professional Development. These need to be completed within three months of completing the course for the professional development hours to be included.
- Record completion of Teacher Identified Professional Development and identify the relevant Standard Descriptors associated with the activity.



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## 5.5.2 MyPL

The MyPL system exchanges professional development records with NESA, so that NESA Registered Professional Development offered by the department, and all other professional development course records, appear on a teacher's NESA Professional Development Progress Report.

Once a teacher completes a department NESA Registered Professional Development course and the learning author has marked it as complete, the record will be updated on their NESA online account for evaluation.

For support or enquiries about the MyPL system contact [MYPL@det.nsw.edu.au](mailto:MYPL@det.nsw.edu.au).

## 5.5.3 Higher Education

Following an application to NESA, teachers undertaking postgraduate study, and in some circumstances additional undergraduate study, during the maintenance period may be deemed as meeting professional development requirements. Refer to section 4.2.3 of the NESA Maintenance of Teacher Accreditation Policy (2018) for information about studies which may meet NESA requirements.

## 5.6 Timeframes for maintaining accreditation at all career stages

Permanent teachers who are employed full time have five years to complete each maintenance of accreditation cycle. Teachers who work as a casual teacher or part time have seven years to complete each maintenance of accreditation cycle.

Teachers can take a leave of absence from accreditation to put their 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 can apply through their NESA online account or by contacting NESA directly.

For details on applying for a leave of absence refer to section 7 of the NESA [Maintenance of Teacher Accreditation Policy](#) (2018). Further information is available on the [NESA website](#).

## 5.7 Casual teachers

The department recommends that casual teachers record reflections on their practice to support a discussion with their TAA when an accreditation decision needs to be made. This could assist the TAA in determining that casual teachers have demonstrated that their practice continues to meet the Standards.

After discussions with the principal, casual teachers will need to nominate a school where the principal will be their TAA in their online account. Casual teachers will need to work with the principal or delegated executive to enable the principal to attest that they have maintained their practice against the Standards.

For maintenance at Proficient Teacher, the principal will require evidence aligned with their school processes to enable an accreditation decision to be made. As an example, a school may use performance and development processes to support accreditation decisions. If a teacher does not have a performance and development plan, the principal will need to inform casual teachers of what evidence they require to inform this decision making process at their school.

## 5.8 Failure to maintain accreditation

To teach in a NSW school, it is mandatory for all teachers to have active accreditation and complete their maintenance requirements. Failure to complete maintenance requirements will result in suspension of a teacher's accreditation by NESA, which means the teacher is unable to continue to be employed as a teacher in any NSW school. Further details can be found in section 6.1 in the NESA [Maintenance of Teacher Accreditation Policy](#) (2018).

## 6. Support for teachers to maintain accreditation

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Teachers are individually responsible for maintaining their accreditation. However, teachers may require the support of supervisors, which includes principals and directors, throughout their maintenance cycle. Teachers may require support to identify relevant professional development to ensure their teaching practice continues to meet the Standards to maintain accreditation.

### 6.1 Performance and Development Framework

The implementation of a robust performance and development process aligned to the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools enables supervisors, principals and directors to have regular conversations with teachers about their practice against the Standards and identify potential professional development needs.

The planning stage of the Performance and Development Plan (PDP) initially sets the foundation for principals, executives and teachers to receive support from their supervisor in setting meaningful and professional goals which are aligned to the Standards. The ongoing commitment to formal and informal feedback, discussion of observations and encouragement of reflection will provide support to teachers to enable them to continue to meet the Standards for their career stage.

## 6.2 Planning for professional development

To maintain accreditation, teachers and principals will work together to identify relevant professional development (PD). Teachers will need to ensure they are engaged in PD and apply their learning to their workplace to continue to maintain their practice against the Standards.

A teacher's PD should reflect overall professional learning objectives that support their goals and plans for maintaining accreditation against the Standards. When planning PD, teachers with the support of their supervisor should:

- Refer to the Standard Descriptors in the Australian Professional Standards for Teachers.
- Consider student learning needs and school priorities to ensure PD is aligned.
- Reflect on and evaluate the effectiveness of PD to assist with future planning of professional learning needs.

## 6.3 Improvement programs

Teachers need to maintain their practice against the Standards at all times during their maintenance of accreditation cycle. Maintaining accreditation should be discussed in a planned way at regular meetings with the school executive. Frequent monitoring and feedback of teacher performance throughout the maintenance period should result in TAAs providing additional support where needed if there are concerns about a teacher's practice.

If at any time during a teacher's maintenance of accreditation period the principal or TAA identifies that a teacher is experiencing difficulty with maintaining their practice against the Standards, advice and support should be sought from the Employee Performance and Conduct (EPAC) directorate.

## 6.4 Resources

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

- [Teaching Standards in Action \(TSA\)](#) – The TSA website provides clear, concise support for teaching 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 in NSW Public Schools](#) – the department's framework for the effective implementation of performance and development plans that supports teacher development and demonstration of practice against the Standards.

- [Performance and Development Framework for Casual Teachers](#) – This framework acknowledges the variance between different employment types and relates the performance and development processes to our casual workforce.
- [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.
- [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 maintaining their practice against the standards and the relevant improvement programs for implementation.

## 7. The TAA making an accreditation decision

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Once a teacher has declared they have maintained their accreditation, the TAA needs to decide if the teacher has:

- met all the mandatory requirements for maintenance of accreditation; or
- not met one or more of the mandatory requirements for maintenance of accreditation.

### 7.1 Decision made at the career stage of Proficient Teacher

For teachers maintaining accreditation at Proficient Teacher, the principal as leader of a school has responsibility for the processes used in the school to support teacher development. These processes will form the basis of the attestation that a teacher's practice has continued to meet the Standards and will not generate additional requirements for the teacher. The TAA (PT) supports teachers during their maintenance period and ensures that appropriate support processes are implemented for those who are having difficulty in maintaining their practice against the Standards.

For permanent and temporary teachers, the performance and development process will be the key method in which teachers, supervisors and TAAs observe and develop a teacher's practice against the Standards. There are a number of ways that teachers, supervisors and TAAs can gather further information about a teacher's practice to support maintenance of accreditation, including:

- teacher reflection on their practice
- observation of teaching practice, planning and programming documentation

- feedback to teachers on their practice
- delivery of NSW curriculum or the Early Years Learning Framework
- consideration of student assessment data
- ongoing participation in collaborative planning and teaching
- engagement with the school and broader educational community.

TAA (PT) can use a combination of these professional activities and practices to support maintenance decisions. The TAA (PT) should make the final maintenance of accreditation decision based on:

- their knowledge of the teacher's practice against the Standards based on school processes for making such an assessment and;
- reference to a teacher's professional development progress report in their NESA online account.

The TAA (PT) can then attest in their NESA online account as to whether or not the teacher has continued to maintain their practice at Proficient Teacher. Supervisors may play a role in providing advice to a TAA (PT) based on their knowledge of working closely with the teacher and providing appropriate support.

After the TAA (PT) has completed their attestation and made a positive accreditation decision, the accredited teacher's maintenance is then confirmed and the next cycle of their maintenance of accreditation begins the day after their current maintenance period ends.

### 7.1.1 Casual teachers

In the [Performance and Development Framework for Casual Teachers, 2017](#) the department has classified casual teachers as being either regular casual teachers who complete a Performance and Development Plan (PDP) or casual teachers who work infrequently and are not required to complete a PDP.

Considering this differentiation, principals will need to determine appropriate and reasonable school processes for making accreditation decisions when undertaking the responsibilities as a TAA (PT) for a casual teacher.

The department recommends that TAAs encourage casual teachers who work infrequently to continually reflect on their practice over their maintenance cycle and complete the reflective statement on the NESA online account when declaring they have maintained their practice at

Proficient Teacher. In addition, casual teachers should be invited and encouraged to attend school development activities.

A TAA may decline a request from a casual teacher regarding a maintenance decision in cases where the TAA cannot confidently make a judgement about the teacher's practice.

## 7.2 Decision made at the career stage of Highly Accomplished and Lead Teacher

For teachers maintaining accreditation at Highly Accomplished or Lead Teacher, principals review the teacher's completed maintenance report and verify in their NESA online account that the content of the report accurately reflects the teacher's practice.

The TAA (A/L) must refer to the teacher's Professional Development Progress Report as well as contact at least one referee to verify the teacher's currency of knowledge and depth of practice meets the applicable Standards. The TAA (A/L) must then make the maintenance of accreditation decision on the basis of the teacher's completed NESA Maintenance of Accreditation Report and the information gathered from the referee.

Further details can be found in section 6 of the NESA [Maintenance of Teacher Accreditation Policy](#) (2018).

## 7.3 Failure to maintain accreditation

During a teacher's maintenance cycle, supervisors, principals and/or directors provide feedback and support to enable teachers to demonstrate that their practice continues to meet the Standards for their career stage. If a permanent or temporary teacher is experiencing difficulty maintaining their practice against the Standards at any time during their maintenance period, the TAA is responsible for ensuring that appropriate action is taken to support teachers to improve their practice.

If a Teacher Improvement Program is being implemented with the support of the Employee Performance and Conduct (EPAC) directorate in the last 3 months of a maintenance cycle, an extension to the teacher's maintenance of accreditation end date can be negotiated by the principal with NESA to allow the program to complete prior to an accreditation decision being made.

Accreditation decisions must be made by a teacher's current TAA. If a teacher has held their role for less than three months, the TAA must contact the teacher's previous TAA/s before making an accreditation decision. TAA/s requested to provide information for this purpose will need to do so in writing and within 14 days of the request.

### 7.3.1 Proficient Teacher career stage

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, and for permanent and temporary teachers, consultation with EPAC.

For all teachers, including casual teachers, it is recommended that TAAs (PT) consult with their Director, Educational Leadership prior to making a decision not to maintain accreditation at Proficient Teacher.

### 7.3.2 Highly Accomplished and Lead Teacher career stage

If at the end of the maintenance cycle, the TAA (A/L) considers that a teacher has not maintained their accreditation at either Highly Accomplished or Lead Teacher, the TAA (A/L) must contact all of the teacher's nominated referees before making an accreditation decision. Teachers who do not maintain accreditation at Highly Accomplished or Lead Teacher career stage will lose that accreditation status and return to Proficient Teacher.

For further information on processes for teachers who do not maintain their Highly Accomplished or Lead Teacher accreditation refer to section 6.1.3 in the [NESA Maintenance of Teacher Accreditation Policy \(2018\)](#).

## 8. Internal Review Process

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All teachers who fail to maintain their accreditation must be advised of their access to the department's internal review process. 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 supervisor of the TAA who made the accreditation decision. For example; teachers at Proficient Teacher whose TAA is their principal will submit requests for an internal review to the Director, Educational Leadership. The outcome of the internal review will be communicated to the teacher within 21 calendar days from receipt by the reviewer.





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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.

## 9. Monitoring, evaluation and reporting requirements

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

## 10. Document history

### 10.1 Document information

<b>Procedure title</b>	Maintenance of teacher accreditation at Proficient, Highly Accomplished and Lead Teacher
<b>Current version</b>	1.0
<b>Policy number</b>	DOC16/1020539 and DOC16/1020537
<b>Approved by</b>	Deputy Secretary, Corporate Services
<b>Approval date</b>	28 February 2018
<b>Implementation date</b>	7 March 2018
<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>	NESA, accreditation, proficient, highly accomplished, lead teacher, Teacher Accreditation Authority

### 10.2 Document accountability

Role	Name
Procedure Owner	Executive Director Human Resources
Procedure Facilitator	Director, Talent Management, Human Resources
Procedure Advisor	Manager Teacher Talent Programs, Human Resources
Procedure Contact	Senior Advisor, Teacher Talent Programs, Human Resources 02 9836 9750

### 10.3 Document version history

Version	Date	Author	Change description
0.1	October 2017	Teacher Talent Program, Human Resources	Original draft version
0.2	November 2017	Teacher Talent Program, Human Resources	Changes made post feedback from consulted stakeholders (draft)
1.0	March 2018	Teacher Talent Program, Human Resources	Published version

**Procedure:** Accreditation at Proficient Teacher

**Version:** 1.0

**Updated:** 28 February 2018

**Reference No.:** DOC18/179614 and DOC18/179482

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## 10.4 Consulted stakeholders

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

## 10.5 Document linkages

### 10.5.1 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

### 10.5.2 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	DOC16/1020537	Accreditation at Highly Accomplished Teacher and Lead Teacher in NSW Public Schools

**Procedure:** Accreditation at Proficient Teacher

**Version:** 1.0

**Updated:** 28 February 2018

**Reference No.:** DOC18/179614 and DOC18/179482

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## 11. Terms and definitions

Definitions of terms that are contained in this procedure:

Term	Definition
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 career stages provide benchmarks to recognise the professional growth of teachers throughout their careers.
Delegated executive	A member of the executive team at a school to whom the principal delegates responsibility to support teachers with accreditation.
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.
MyPL	MyPL is the system for searching, enrolling and recording professional development offered by the department, including the department's provision of NESA Registered Professional Development.
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.
NESA Registered Professional Development	<p>NESA endorses providers to register and deliver professional development. The Department has broad endorsement from NESA to provide NESA Registered Professional Development across Proficient, Highly Accomplished and Lead career stages, for all of the Standards and Standard Descriptors within those career stages.</p> <p>This type of professional development takes the form of an approved course, where the course content, duration, and Standard Descriptors at any one career stage are fixed. In these courses, nominated Standards and Standard Descriptors are closely aligned to course content and pre-determined by the course developer.</p> <p>Teachers can access a list of all available NESA Registered Professional Development in their NESA online account.</p>

Term	Definition
PDP	Acronym for Performance and Development Plan which is developed through collaboration and professional dialogue as detailed in the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools.
Professional commitment activities	This includes, but is not limited to: mentoring, coaching or supervising teachers or teacher education students leading professional development or education forums developing and implementing projects including research in the school or wider community writing for publications that contribute to professional knowledge and discussion for teachers
Professional Development Progress Report	A record of all professional development (included NESA registered and non-registered professional development) which is stored in a teacher's NESA online account. The report can be downloaded by the teacher and the TAA to check all required hours have been completed.
Reviewer	For the purpose of an internal review, the reviewer will be the supervisor of the TAA who made the initial accreditation decision.  For teachers maintaining at Proficient Teacher whose principal is their TAA, their Director, Educational Leadership is the reviewer.  For teachers maintaining at Highly Accomplished, the Director, Educational Leadership NSW is their TAA, so the Executive Director for the operational directorate will be the reviewer.
TAA	TAA is an acronym used for Teacher Accreditation Authority. The TAA has authority to make accreditation decisions within the department.
TAA (PT)	Teacher Accreditation Authority for Proficient Teacher.  The Secretary, NSW Department of Education, has delegated the responsibility to principals as Teacher Accreditation Authority for teachers achieving or maintaining Proficient Teacher. The Director, Educational Leadership will be the TAA for principals achieving and maintaining Proficient Teacher.
TAA (A/L)	Teacher Accreditation Authority for Highly Accomplished and Lead Teacher.  The Secretary, NSW Department of Education, has delegated the responsibility to the Director, Educational Leadership.

Term	Definition
Teacher Identified Professional Development	<p>This type of professional learning is self-directed and teachers engage in activities that contribute to and extend a teacher's professional learning and practice at the relevant career stage.</p> <p>Teacher Identified Professional Development requires the individual teacher to log activities in their online NESA account and reflect on the way these activities have contributed to their understanding and application of the relevant Standards and Standard Descriptors.</p> <p>Examples of Teacher Identified Professional Development are explained in Section 4.2.2 NESA Maintenance of Teacher Accreditation Policy (2018).</p>