

Further Resources -

https://docs.google.com/presentation/d/1m_pdssfiDkzK8l4P_UMu0Pu5JdRTADkq/edit?usp=sharing&oid=104345384476608520249&rtpof=true&sd=true

LS Accreditation Management of Teachers Policy

Policy

Living School will implement the *Australian Professional Standards for Teachers* and other policies of NESA as provided by the Teacher Accreditation Act, including:

- processes for supporting teachers in attaining and maintaining accreditation, including the induction, mentoring and professional development of teachers
- processes for improving the collective standard of teaching at the school, including professional collaboration aimed at improving teacher practices and student outcomes

Teacher Accreditation Authority (TAA)

ISTAA has accepted to be the Teacher Accreditation Authority (Proficient) for Living School in its third year of operation.

Procedures

Beginning Teachers – gaining accreditation

On appointment, any teacher identified as a beginning teacher will be offered a supervisor.

All teachers will be presented with a copy of the Australian Professional Standards for Australia.

Beginning teachers will be delegated a supervisor.

All teachers will be presented with a Living School Teacher Professional Development Manual (Policy 3.B.6) in which the Australian Professional Standards have been identified.

As part of the induction program, there will be a lesson observation (using the NESA template) whereby 2-4 descriptors will be identified and observed.

Beginning Teachers will

- be guided through the gaining accreditation process by the delegated AISNSW TAA support
- be assigned a supervisor - usually the Teaching Manager
- meet regularly with key leadership staff members - operations, curriculum, care
- Receive the NESA policy link -
<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards>
- Ensure their WWCC are valid and up to date.
- Check their eTAMS account is up-to-date

Once the beginning teacher feels they have completed their evidence report, the Conductor will review the document with the supervisor.

The Supervisor will then complete the NESA accreditation report. The report will be signed by the Conductor (school principal) and then presented to ISTAA for final validation and authorisation, before being submitted to NESA.

Teachers Maintaining Accreditation

- Living School will support teachers to gain at a minimum their 100 hours of professional learning over the course of five years full-time employment.
- Living School will provide access to information on accreditation to all teachers employed at Living School
- Staff will be provided with the NESA policy documentation.
- Teachers will be encouraged to consider attaining higher levels of accreditation.
- Teachers in their Teacher Professional Development Manual will align and review their goals with the Australian Professional Standards for Teachers.
- Teachers will be reminded of their responsibilities with regard to logging TIPD on eTAMS.
- Teachers will be reminded of their responsibilities in evaluating on eTAMS any registered professional development.
- The School will maintain records of all professional learning offered by Living School – indicating attendance and whether the courses were mandatory, registered or unregistered.
- ISTAA will act as the TAA for the first year.

Meeting PD requirements

Pre-2004 teachers need to complete 100 hours of PD made up of:

- one NESA Accredited PD course in a priority area (if they didn't complete their 100 hours of PD prior to 2020)
- any remaining PD hours can meet the [Elective PD guidelines](#).

You'll find the PD requirements for teachers maintaining their accreditation in our [transition arrangements](#), including information on [Elective PD](#) and NESA [Accredited PD](#).

Submitting now means future PD counts towards the next maintenance period

The sooner teachers finalise their maintenance of accreditation, the sooner any PD they complete will count towards their next maintenance period.

Making headway into the next maintenance period will help teachers meet the PD requirements of 50 hours of [Accredited PD](#) in the four priority areas that begin with their next maintenance period. The four priority areas are:

- delivery and assessment of NSW Curriculum/Early Years Learning Framework (as applicable)
- student/child mental health
- students/children with disability
- Aboriginal education and supporting Aboriginal students/children.

Supporting pre-2004 teachers

Continue supporting pre-2004 teachers to meet their maintenance requirements, which includes:

- demonstrating how their practice continues to meet [the Standards](#)

Policy - 3.B.9

Effective January 2020

Updated August 2022

Reviewed July 2023

Review January 2027



- completing at least [100 hours of PD](#)
- having a current [Working With Children Check](#) (WWCC) Clearance and paying the [annual fee](#).

If a pre-2004 teacher is at risk of not maintaining their practice against the [Proficient Teacher Standards](#), we encourage you to put support measures in place.

Contacting NESA

You can now contact us at tsapincipalenquiry@nesa.nsw.edu.au for any teacher accreditation related enquiries.

appendix BT2: Beginning Teacher Accreditation Flow Chart

