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# NSW Teacher Accreditation Manual

August 2023

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# NSW Teacher Accreditation Manual

## Purpose

The *NSW Teacher Accreditation Manual* (the TA Manual) describes the requirements, conditions and criteria for teacher accreditation in NSW. A person cannot be employed to teach in a NSW school or early childhood service (service) unless they hold active accreditation with the NSW Education Standards Authority (NESA).

The protection of children and young people is the paramount consideration in all of NESA's decisions and requirements related to teacher accreditation.

The requirements for teacher accreditation reflect the NSW Government's commitment to quality teaching in NSW schools and services. This includes ensuring that all students and children are taught by people who are suitable to teach, appropriately qualified, meet the standards for the teaching profession and maintain their currency of knowledge by completing ongoing professional development.

## Scope

The TA Manual defines the roles and responsibilities of teachers, Accreditation Supervisors, principals/service directors, HALT Assessors and External Assessors, employers and NESA.

Teaching is defined in the *Teacher Accreditation Act 2004* (S3A). To teach is to undertake any or all of the duties related to delivering, assessing or supporting and leading the development and implementation of courses designed to implement the curriculum under the *Education Act 1990* in a school or an approved learning framework under the *Children (Education and Care Services) National Law* (NSW) in a service.

The requirement to hold active accreditation also applies to principals/service directors who perform any activities listed in the definition of 'teach'.

Individuals employed in NSW schools who do not undertake any of the duties described in the definition of 'teach', including those who exclusively deliver courses not developed or endorsed by NESA, are not required to be accredited.

## Context

The TA Manual gives effect to the relevant provisions in the *Teacher Accreditation Act 2004* (TA Act) that govern the accreditation of NSW early childhood, primary and secondary teachers (TA Act, S19-42B) and the *Education Standards Authority Act 2013* (NESA Act).

The TA Manual forms part of the professional teaching standards approved by the Minister (TA Act, S19-20) and constitutes NESA rules (NESA Act, S25) including in relation to the conditions that apply to the accreditation of teachers (TA Act, S23A).

The TA Manual should be read in conjunction with the:

- *Teacher Accreditation Act 2004* (the TA Act)
- *Teacher Accreditation Regulation 2015* (the TA Regulation)
- *Education Standards Authority Act 2013* (the NESA Act)
- *Australian Professional Standards for Teachers* (the Standards)
- *Education Act 1990*
- *Children (Education and Care Services) National Law (NSW)*.

# 1. Conditions of Accreditation

This section applies to all accredited teachers and all applicants for teacher accreditation in NSW.

To become and remain accredited, teachers must:

- pay the annual accreditation fee to NESA<sup>1</sup>
- hold a current NSW Working with Children Check (WWCC) clearance for paid employment under the *Child Protection (Working with Children) Act 2012*
- not be determined as being unsuitable to teach (see [Section 13](#))
- meet the requirements of the professional teaching standards for the relevant level of accreditation; and
- comply with any other conditions specified in the rules of NESA and the TA Regulation.

The processes for teacher accreditation in NSW are managed through NESA's electronic Teacher Accreditation Management System (eTAMS).

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<sup>1</sup> The annual fee is determined by the TA Regulation and is published on the [NESA website](#).

## 2. Initial Accreditation

This section applies to any person applying for teacher accreditation in NSW for the first time.<sup>1</sup>

When an applicant applies for teacher accreditation, NESAs may:

- provisionally accredit the person (see [Section 2.1](#)); or
- conditionally accredit the person (see [Section 2.2](#)); or
- accredit the person at a comparable accreditation level if they are a currently registered teacher from interstate or New Zealand (see [Section 2.4](#)); or
- refuse to accredit the person (see [Section 2.5](#)).

Additional qualification and English language proficiency requirements may apply to applicants with qualifications gained in overseas countries (see [Section 2.3](#)).

### 2.1. Provisional accreditation

To be accredited at Provisional, an applicant must:

- complete an application for accreditation in their NESAs online account (eTAMS)
- meet the requirements specified in the professional teaching standards; and
- have been awarded a qualification or qualification package that is:
  - approved by the Australian Children's Education and Care Quality Authority (ACECQA) to qualify early childhood teachers for the purposes of the *Education and Care Services National Law* and *Education and Care Services National Law Regulations* (as published on the [ACECQA website](#)); or
  - approved or accredited by NESAs (as published on the [NESAs website](#)); or
  - accredited by another Australian teacher regulatory authority (as published on the Australian Institute for Teaching and School Leadership ([AITSL website](#)) or by the Teaching Council of New Zealand; or
  - from an overseas country assessed and confirmed by NESAs as being comparable to an Australian four-year teaching degree or four-year qualification package (see [Section 2.3.1](#)); or
  - an historical teaching qualification<sup>2</sup> assessed and confirmed by NESAs as being comparable to a currently accredited Australian teaching degree or qualification package.

Applicants must also meet the conditions of accreditation in [Section 1](#) to be accredited at Provisional.

Teachers with Provisional accreditation must gain Proficient Teacher accreditation within their maximum timeframe to remain accredited and eligible for employment as a teacher (see [Section 4.7](#)). Teachers who are not accredited at Proficient Teacher within their maximum timeframe (or extended timeframe, where applicable) will cease to be accredited and may apply to NESAs for re-accreditation at Provisional (see [Sections 4.7.2](#) and [12.2](#)).

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<sup>1</sup> Teachers who taught in a NSW school before 1 October 2004 and teachers who taught in an early childhood service before 16 July 2016, and have never been accredited in NSW should refer to [Section 12.6](#).

<sup>2</sup> A teaching qualification completed in NSW before the introduction of the TA Act in 2004, or in another Australian state or territory before the introduction of national accreditation in 2011.

### 2.1.1. Subject content information

In addition to confirming accreditation, information on the teaching subjects or stage a teacher is trained to teach is included on the Statement of Accreditation that NESAs issues to provisionally accredited teachers. This information may be of use to employers and is aligned to NESAs *Supplementary Documentation: Subject Content Knowledge Requirements* and any requirements specifically applying to overseas qualified applicants.

## 2.2. Conditional accreditation

Applicants who are not eligible for Provisional accreditation under [Section 2.1](#) may be eligible for Conditional accreditation and must complete their qualification before they can be accredited at either Provisional or Proficient Teacher.

To be accredited at Conditional,<sup>3</sup> an applicant must:

- complete an application for accreditation in their NESAs online account (eTAMS)
- meet the requirements specified in the professional teaching standards; and

either

- have been awarded at least a three-year bachelor degree covering discipline knowledge in the area in which the person will be employed to teach; and
- provide evidence of an offer of employment as a teacher

or

- have completed a substantial part of a relevant program (i.e. at least three quarters of an approved/accredited undergraduate teaching degree, or one half of an approved/accredited graduate entry teaching degree).

Applicants must also meet the conditions of accreditation in [Section 1](#) to be accredited at Conditional.

Teachers with Conditional accreditation must complete (and have been awarded) their qualification and gain Proficient Teacher accreditation within their maximum timeframe to remain accredited and eligible for employment as a teacher (see [Section 4.7](#)). Teachers who are not accredited at Proficient Teacher within their maximum timeframe (or extended timeframe, where applicable) will cease to be accredited and may apply to NESAs for re-accreditation at Provisional (see [Sections 4.7.2](#) and [12.2](#)).

### 2.2.1. Changing from Conditional to Provisional accreditation

Teachers can change their accreditation from Conditional to Provisional once they have completed and been awarded an approved/accredited teaching degree.<sup>4</sup>

To change from Conditional to Provisional, teachers must provide NESAs with a certified copy of their graduation certificate or testamur confirming the award of an approved/accredited teaching degree. Where a teacher changes from Conditional to Provisional accreditation, their original maximum timeframe for gaining Proficient Teacher accreditation does not change.

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<sup>3</sup> An applicant undertaking an ACECQA approved early childhood qualification may be accredited at Conditional and eligible for employment in a NSW school. Teachers in these cases are not eligible for employment as a teacher in an early childhood service until they have completed their ACECQA approved early childhood qualification.

<sup>4</sup> Conditionally accredited teachers are not required to change from Conditional to Provisional before gaining accreditation at Proficient Teacher, but must have completed and been awarded an approved/accredited teaching degree before they can be accredited at Proficient Teacher.



## 2.3. Applicants with overseas qualifications

### 2.3.1. Qualification requirements

To be eligible for Provisional accreditation, applicants with qualifications gained overseas must hold a four-year teaching degree or four-year qualification package assessed and approved by NESAs as comparable to that required of graduate teachers with an Australian teaching qualification. This assessment is in line with advice provided in the Australian Government's *Country Education Profiles*. A workplace-based licence or teacher certification does not equate to an approved/accredited teaching qualification.

Applicants with workplace-based licences or non-approved qualifications may be eligible for Conditional accreditation.

To be eligible for employment as a teacher in an early childhood service, overseas-qualified teachers must hold a qualification approved or recognised by ACECQA.

### 2.3.2. English language proficiency

Applicants with overseas qualifications must demonstrate the required level of English language proficiency by either:

- having undertaken all of the qualifications assessed for Provisional or Conditional accreditation in the English language in New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland;<sup>5</sup> or
- achieving the minimum results specified in one of the following approved tests no more than two years before the date of submitting an application for accreditation to NESAs:
  - International English Language Testing System (IELTS): Average band score of 7.5 across all four skill areas (reading, writing, listening and speaking) with scores of no less than 7.0 in reading and writing and no less than 8.0 in speaking and listening; or
  - International Second Language Proficiency Ratings (ISLPR): Level 4 in all four skill areas of listening, speaking, reading and writing, undertaken at approved testing sites where assessment is teacher focused; or
  - another test approved by NESAs.<sup>6</sup>

Applicants with overseas qualifications may be exempt from demonstrating English language proficiency through the above means or by submitting a claim for exemption, based on at least two of the following:

- evidence of at least three years' teaching experience in the English language in a school or education institution in a country where English is the main, official language. This employment needs to be verified by the employer or school authority and attest to the applicant's English language proficiency
- evidence of at least three years' employment in an occupation, other than teaching in schools, requiring effective English written and oral communication. This employment needs to be verified by an employer and attest to the applicant's English language proficiency
- evidence of undertaking all secondary schooling in Australia or another country where

<sup>5</sup> This is consistent with the Australian Government's skilled migration policy.

<sup>6</sup> The Professional English Assessment for Teachers (PEAT) Test is an approved test last offered in 2016. The two-year expiry does not apply to PEAT. A Band A result in each of the four skills areas (listening, speaking, reading and writing) is required in PEAT.

English is the main, official language

- evidence of teacher registration or licencing in a country where English is the main, official language and where English language proficiency was a condition of that registration/licencing
- transcripts confirming the successful completion of further tertiary study undertaken in Australia or another country where English is the main, official language
- demonstration of the required level of English language proficiency through a structured interview, if required by NESAs.

## 2.4. Teachers with interstate or New Zealand registration

Teachers registered in Australia or New Zealand are eligible for accreditation at the comparable level in NSW under the *Mutual Recognition Act*<sup>7</sup> (the MR Act) or the *Trans-Tasman Mutual Recognition Act* (TTMR Act) respectively.

To gain accreditation under mutual recognition arrangements, a teacher must:

- complete an application for accreditation with NESAs in their NESAs online account (eTAMS); and
- provide evidence of their current registration with a teacher registration authority in an Australian jurisdiction or New Zealand.

A teacher is deemed accredited with a condition (Division 3 MR Act) in NSW from the date the completed application is processed by NESAs. After this initial advice is provided to the teacher, NESAs has one month to decide whether to grant (with or without any conditions), postpone (for up to six months) or refuse a teacher's accreditation in NSW. The teacher is notified of the decision in writing.

NESAs may apply any conditions attached to the teacher's registration from their originating jurisdiction to their accreditation in NSW.

Teachers who hold national certification as a Highly Accomplished or Lead Teacher in another state or territory are eligible for accreditation at the same level in NSW (see [Section 6.5](#)).

## 2.5. Refusal to grant Provisional or Conditional accreditation

NESAs may refuse to accredit a teacher who does not meet the conditions of Provisional or Conditional accreditation. The notice of the refusal will specify which conditions they do not meet.

A person may apply to NESAs for an internal review of a decision to refuse their Provisional or Conditional accreditation within 28 days of being notified.<sup>8</sup> Information on how to apply to NESAs for an internal review is published on the NESAs website.

After the internal review is finalised, the teacher may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.

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<sup>7</sup> The introduction of the Automatic Mutual Recognition of Occupational Registrations (AMR) scheme for teachers with interstate teacher registration seeking accreditation in NSW has been postponed by the NSW Government until 1 July 2027.

<sup>8</sup> Under the *Administrative Decisions Review Act 1997*, S53.

### 3. NSW Public Register of Teachers

A teacher's name will appear on the NSW Public Register of Teachers (the Public Register)<sup>1</sup> if they hold active accreditation or are accredited as a Non-practising teacher in NSW.

The Public Register includes the following details for a teacher, as they appear in NESA's database:

- full name (first name and surname)
- NESA accreditation number; and
- type of accreditation (i.e. 'active' or 'non-practising').

A teacher's name will not appear on the Public Register for any period that their accreditation is inactive (until such time as they hold active accreditation again) including:

- while a teacher is on an approved Leave of Absence from accreditation; or
- if a teacher's accreditation is suspended.

A teacher may apply to NESA to have their name excluded from the Public Register if they can satisfy NESA that their safety or wellbeing, or that of another person, would be directly affected by the inclusion of the teacher's name.

A teacher may apply to NESA for an internal review of a decision not to exclude their name from the Public Register within six months of being notified.<sup>2</sup> Information on how to apply to NESA for an internal review is published on the NESA website.

After the internal review is finalised, the teacher may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.<sup>3</sup>

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<sup>1</sup> Under S17 of the TA Act, NESA is required to publish a public register of accredited teachers on the [NESA website](#).

<sup>2</sup> Under the *Privacy and Personal Information Protection Act 1998*.

<sup>3</sup> Under the *Administrative Decisions Review Act 1997*, S53.

## 4. Proficient Teacher Accreditation

This section applies to teachers with Provisional or Conditional accreditation.

All teachers with Provisional or Conditional accreditation must achieve accreditation at the mandatory level of Proficient Teacher within their maximum timeframe to remain accredited and eligible to teach in a NSW school or service. The requirement to achieve accreditation at Proficient Teacher also applies to principals/service directors.<sup>1</sup>

### 4.1. Proficient Teacher accreditation requirements

To achieve Proficient Teacher accreditation, teachers must:

- complete NESA's online Proficient Teacher Orientation Course (see [Section 4.2](#))
- meet the Standards for Proficient Teacher (see [Section 4.3](#))
- submit five to eight items of annotated documentary evidence of their practice (see [Section 4.4.2](#))
- submit a report on an observation of their practice completed by their Accreditation Supervisor (see [Section 4.4.3](#)); and
- if accredited at Conditional, provide a certified copy of their graduation certificate or testamur confirming the award of the approved/accredited teaching degree.

All teachers must also meet the conditions of accreditation in [Section 1](#) to remain accredited.

### 4.2. Orientation to accreditation

All Provisional and Conditional teachers must complete NESA's online Proficient Teacher Orientation Course before finalising their accreditation at Proficient Teacher.<sup>2, 3</sup>

### 4.3. Developing practice at Proficient Teacher

As teachers develop their practice they will produce documentary evidence of their practice, have their practice observed by their Accreditation Supervisor and receive timely and constructive feedback on their practice.<sup>4</sup>

#### 4.3.1. Support from Accreditation Supervisors

Employers are responsible for having internal procedures for allocating an Accreditation Supervisor<sup>5</sup> to conditionally or provisionally accredited teachers employed in their schools/services.

An Accreditation Supervisor must:

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<sup>1</sup> Principals with significant experience teaching outside NSW who are not accredited at Proficient Teacher, including under the MR Act or the TTMR Act, should contact NESA to discuss contextually appropriate evidence.

<sup>2</sup> The Proficient Teacher Orientation Course is not a requirement for returning teachers who are eligible for immediate accreditation at Proficient Teacher.

<sup>3</sup> Transition arrangements for the Proficient Teacher Orientation Course apply to teachers who completed an orientation to accreditation prior to 29 November 2022 and are published on the NESA website.

<sup>4</sup> Documentary evidence and the observation of practice for principals/service directors and executive teaching staff will reflect the nature of their role and their responsibility for leading and supporting teaching and learning in their school/service, according to the Standards for Proficient Teacher.

<sup>5</sup> An Accreditation Supervisor is a teacher accredited at Proficient Teacher or above who has been allocated in line with the employer's internal procedures to fulfil the roles and responsibilities described in [Section 14.2](#).

- be accredited at Proficient Teacher or above<sup>6</sup>
- have sound knowledge of the teacher's in-school/in-service daily practice in relation to the Standards; and
- provide ongoing support and feedback to the teacher on their practice throughout the accreditation period.

If an Accreditation Supervisor becomes aware of any issues with a teacher's practice that may impact on the Proficient Teacher accreditation recommendation, the Accreditation Supervisor must advise the teacher and the principal/service director in writing within 28 days of becoming aware of the issue(s).

In cases where the principal/service director considers that the issue(s) may impact on the accreditation recommendation, they must inform the employer within 28 days of being advised by the Accreditation Supervisor, including the specific Proficient Teacher Standard Descriptor(s) that are not currently being met.

The principal/service director must follow their employer's internal procedures for addressing issues related to a teacher's practice not meeting the applicable Standards (see [Section 14.6](#)).

## 4.4. Finalising accreditation at Proficient Teacher

To finalise accreditation, teachers must submit the following evidence<sup>7</sup> in their NESA online account (eTAMS):

- five to eight items of annotated documentary evidence of the teacher's practice (see [Section 4.4.2](#)); and
- an observation report of the teacher's practice completed by their Accreditation Supervisor (see [Section 4.4.3](#)).

### 4.4.1. Determining readiness to finalise accreditation

When the teacher and Accreditation Supervisor agree that the teacher's practice meets the Standards for Proficient Teacher, the Accreditation Supervisor must begin the process of finalising the teacher's accreditation (see [Sections 4.4.3](#) and [4.4.4](#)).

If the Accreditation Supervisor determines that a teacher's practice does not meet all of the Standard Descriptors, the Accreditation Supervisor must notify the principal/service director and the teacher in writing within 28 days of the teacher initiating a discussion about finalising accreditation. The Accreditation Supervisor's notification to the principal/service director and teacher must:

- identify which Standard Descriptors the teacher has yet to demonstrate; and
- include appropriate strategies and support they will provide to assist the teacher in meeting the identified Standard Descriptors.

The principal/service director, in consultation with the Accreditation Supervisor, must provide feedback and support to the teacher in relation to meeting the Standards, in line with the employer's internal procedures (see [Section 14.7](#)).

### 4.4.2. Documentary evidence of practice

<sup>6</sup> Where there is no Accreditation Supervisor available in the teacher's school/service, a teacher accredited at Proficient Teacher or above who is on a Leave of Absence or accredited as a Non-practising teacher may be appointed as an Accreditation Supervisor, and must meet the requirements in [Section 14.2](#).

<sup>7</sup> Conditional teachers must also provide a certified copy of their graduation certificate or testamur confirming the award of the approved/accredited teaching degree, if they have not already done so, before they can be accredited at Proficient Teacher.

To finalise accreditation teachers must select five to eight items of documentary evidence of practice they have collected during their accreditation period to annotate<sup>8</sup> and submit in their NESAs online account (eTAMS). Accreditation Supervisors are responsible for assisting teachers to select and annotate evidence, in line with [Section 14.2](#).

Each of the five to eight selected items of documentary evidence<sup>9</sup> must:

- illustrate practice at the Proficient Teacher level
- address two to four Standard Descriptors; and
- be annotated by the teacher, in their NESAs online account (eTAMS), to explain how the evidence demonstrates the identified Standard Descriptors.

Collectively, a teacher's submitted evidence must:

- address at least one Proficient Teacher Standard Descriptor from each of the seven Standards; and
- demonstrate their engagement in a range of professional activities.<sup>10</sup>

Teachers who collect evidence from their employment in a number of schools/services must have their evidence authenticated<sup>11</sup> by a colleague accredited at Proficient Teacher or above to confirm that the evidence is the teacher's own work.

Documentary evidence of practice for teachers who have been re-accredited at Provisional (see [Section 12](#)) must include significant work from the re-accreditation period.

#### **4.4.3. Observation report**

To finalise accreditation teachers must have their practice observed by their Accreditation Supervisor.<sup>12</sup> Accreditation Supervisors must provide teachers with feedback and a report on their observation of the teacher's practice within 14 days of the observation.<sup>13</sup>

The Accreditation Supervisor's observation report<sup>14</sup> must include:

- a record of the discussion between the teacher and the Accreditation Supervisor prior to the observation, including details of the negotiated and agreed lesson/learning experience to be observed
- the two to four Standard Descriptors for Proficient Teacher that the teacher and Accreditation Supervisor have agreed will be the focus of the observation
- a written account by the Accreditation Supervisor on the observation of the teacher's practice, referencing the agreed Standard Descriptors
- the teacher's reflection on their teaching practice; and
- written feedback to the teacher from the Accreditation Supervisor following the observation.

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<sup>8</sup> Information and advice for teachers on writing annotations, including examples of annotated evidence, are published on [NESAs website](#).

<sup>9</sup> A teacher's selection of annotated documentary evidence that they submit to finalise accreditation must not exceed 10MB per item and must not exceed 35 single-sided pages in total.

<sup>10</sup> Professional activities are those that teachers undertake in the course of their teaching practice in relation to the Standards' three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement.

<sup>11</sup> Confirmation by a teacher's colleague, who is accredited at Proficient Teacher or above, that the documentary evidence is the teacher's own work. Authentication is not confirmation that the teacher's documentary evidence meets the Standards.

<sup>12</sup> The observation for an early childhood teacher may be completed by a teacher accredited at Proficient level or higher as determined by NESAs, if an Accreditation Supervisor is not available at the teacher's workplace.

<sup>13</sup> Where it is not possible for the Accreditation Supervisor to conduct the observation of the teacher in the teacher's context, a virtual or recorded observation may be arranged. If a teacher has arranged to submit a recorded observation, the Accreditation Supervisor must provide feedback within 14 days from the date they receive the recorded observation.

<sup>14</sup> A template observation report is available on the NESAs online account (eTAMS).

#### 4.4.4. Declaration

When the teacher has submitted their annotated documentary evidence and their Accreditation Supervisor's observation report, the teacher's Accreditation Supervisor must login to their own NESAs online account (eTAMS) and, within 28 days:

- review the documentary evidence and, if any Standards have not been met, provide feedback to and request revisions from the teacher; and
- declare whether the teacher has demonstrated that their practice meets each of the Standards.

The Accreditation Supervisor's declaration is a holistic judgement based on:

- the teacher's annotated documentary evidence of practice
- their observation and knowledge of the teacher's practice
- professional conversations with the teacher throughout the accreditation period; and
- any feedback and support provided to the teacher which may include an improvement plan or other intervention, and the outcome of such intervention, where applicable.

If the Accreditation Supervisor declares that the teacher's practice does not meet the Standards, the Accreditation Supervisor must provide evaluative comments when making the declaration outlining the issues, which Standard Descriptors have not been demonstrated, the feedback and support offered to the teacher and the teacher's response to the feedback and support.

#### 4.5. Proficient Teacher recommendations

Recommendations about accreditation at Proficient Teacher are made by a teacher's current principal/service director. The principal/service director must make a recommendation about the teacher's accreditation within 28 days of the Accreditation Supervisor's declaration.<sup>15</sup>

The principal's/service director's recommendation must be made in their NESAs online account (eTAMS) based on the:

- documentary evidence the teacher has selected, annotated and submitted
- observation report completed by the Accreditation Supervisor; and
- Accreditation Supervisor's declaration.

The principal/service director may:

- recommend that NESAs accredit the teacher (see [Section 4.5.1](#))
- recommend that NESAs does not accredit the teacher (see [Section 4.5.2](#)); or
- record that they are unable to make a recommendation about accreditation (see [Section 4.5.3](#)).

A principal may delegate responsibility for making accreditation recommendations to a teacher(s) in the school who is accredited at Proficient Teacher or above.<sup>16</sup> In early childhood services, the employer must nominate a service director<sup>17</sup> to undertake the functions related to making accreditation recommendations and advise NESAs of their nomination.

A principal/early childhood employer cannot delegate responsibility for making

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<sup>15</sup> Or within 28 days of receiving revised evidence from the teacher or advice from a teacher's previous principal/service director, if applicable.

<sup>16</sup> Where the principal is not accredited at Proficient Teacher or above, they must appoint a delegate who is an employee in the school and accredited at Proficient Teacher or above to carry out the duties related to making recommendations, in line with their employer's internal procedures for implementing NESAs requirements for teacher accreditation.

<sup>17</sup> See glossary for definition of 'service director'.



recommendations about accreditation to a third party outside the school/service.

A principal/service director may seek advice from a teacher with appropriate expertise in another school/service, or who is employed by a third party outside the school/service,<sup>18</sup> to assist them to make valid and reliable judgements about a teacher's practice against the Standards.

#### 4.5.1. Recommendation to accredit

If the principal/service director determines that a teacher meets all requirements for accreditation at Proficient Teacher, the principal/service director must, within 28 days of the Accreditation Supervisor's declaration, recommend that NESA accredit the teacher.

#### 4.5.2. Recommendation to not accredit

If the principal/service director determines that a teacher does not meet all requirements for accreditation at Proficient Teacher, the principal/service director must, within 28 days of the Accreditation Supervisor's declaration, recommend that NESA does not accredit the teacher. The principal/service director must include the reasons and provide evidence that the school/service has followed their employer's internal procedures (in line with [Section 14.7](#)) when making the recommendation.

The principal/service director can only recommend to not accredit a teacher at Proficient Teacher if:

- the teacher has completed at least 160 days of teaching<sup>19</sup>
- the Accreditation Supervisor has fulfilled their responsibilities outlined in [Section 14.2](#)
- the principal/service director has contacted the teacher's previous school/service (where relevant and subject to consent from the teacher) to inform their recommendation
- the principal/service director has provided the teacher with an opportunity to revise their documentary evidence of practice and demonstrate they satisfy the requirements for accreditation at Proficient Teacher and the teacher has failed to do so
- the principal/service director has provided the teacher and employer with 28 days' written notice of the intention to recommend against accreditation. The written notice must:
  - include the specific reasons for the recommendation and the Standard Descriptors that the teacher has failed to demonstrate; and
  - advise the teacher of their right to respond to the notice within 28 days;<sup>20</sup> and
- the teacher is unable to meet the requirements for accreditation at Proficient Teacher.

#### 4.5.3. Unable to make a recommendation

If a principal/service director is not able to make an accreditation recommendation for a teacher, they must include the reasons when recording that they are unable to make a recommendation within 28 days of the Accreditation Supervisor's declaration.

A principal/service director can only record that they are unable to make a recommendation if:

- the teacher has not completed at least 160 days of teaching during their accreditation

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<sup>18</sup> In cases where the service is attached to a school.

<sup>19</sup> This requirement does not apply to a recommendation to not immediately accredit a returning teacher at Proficient Teacher (see [Section 12.6](#)).

<sup>20</sup> In these cases, the principal/service director has 28 days from the date the teacher responds (or from the end of the notice period if the teacher does not respond) to submit their recommendation to NESA.



period

- the teacher has not worked in the school/service for long enough to allow the principal/service director to confidently make a judgement about the teacher's practice; and/or
- information provided by the teacher's previous school/service (where applicable and subject to consent from the teacher) has not assisted the principal/service director in making a valid and reliable judgement.

## 4.6. Proficient Teacher decisions

Proficient Teacher accreditation decisions are made by NESAs within 28 days of the date of the principal's/service director's recommendation.

Proficient Teacher accreditation decisions are based on the:

- documentary evidence of practice that the teacher has submitted in their NESAs online account (eTAMS)
- observation report of the teacher's practice completed by the Accreditation Supervisor
- Accreditation Supervisor's declaration about the teacher's practice; and
- recommendation from the principal/service director.

NESA can decide that a teacher:

- meets all requirements for accreditation and accredit the teacher (see [Section 4.6.1](#)); or
- does not meet all requirements for accreditation and decide to not accredit the teacher (see [Section 4.6.2](#)).

If NESAs considers making a decision that does not align with the recommendation, NESAs will contact the principal/service director and, if necessary, the teacher, to discuss the recommendation before making a decision.

### 4.6.1. Decision to accredit

If NESAs decides to accredit a teacher at Proficient Teacher, NESAs will record the decision in the teacher's NESAs online account (eTAMS) within 28 days of the recommendation from the principal/service director, notifying the teacher of the decision.

The teacher will start their first maintenance of accreditation period on the day the accreditation decision is recorded in their NESAs online account (eTAMS).

### 4.6.2. Decision to not accredit

If NESAs decides to not accredit a teacher at Proficient Teacher, NESAs will advise the teacher in writing of the decision and reasons within 28 days of the recommendation from the principal/service director.

If the teacher has not reached the end of their maximum timeframe, the teacher will remain accredited at Provisional or Conditional and:

- be eligible for employment as a teacher until the end of their maximum accreditation timeframe
- may continue to work towards achieving Proficient Teacher with a school/service where they are employed to teach; and

- may approach another school/service where they are employed to teach about finalising their accreditation at Proficient Teacher.

Teachers who are not able to achieve Proficient Teacher accreditation by the end of their maximum timeframe will cease to be accredited (see [Section 4.7.2](#)).

A teacher may apply to NESA for an internal review of a decision to not accredit them at Proficient Teacher within 28 days of being notified.<sup>21</sup> Information on how to apply to NESA for an internal review is published on the NESA website.

After the internal review is finalised, the teacher may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.

## **4.7. Timeframes for gaining Proficient Teacher accreditation**

A teacher's accreditation timeframe starts the day they are accredited at Provisional or Conditional.

There is no minimum timeframe for gaining accreditation at Proficient Teacher.

A Provisional or Conditional teacher's maximum timeframe is determined by their employment at the time they are accredited as follows:

- Provisional (full-time) - three years
- Provisional (part-time/casual) - five years
- Conditional (full-time) - four years
- Conditional (part-time/casual) - six years.

### **4.7.1. Applying to extend an accreditation timeframe**

Teachers who have been limited in their opportunity to meet the requirements for Proficient Teacher accreditation within their timeframe may apply for an extension in the final six months of their timeframe, and as soon as possible within the final six months. Teachers must apply in their NESA online account (eTAMS), providing evidence of the grounds for their request.

Grounds for an extension of a teacher's accreditation timeframe include:

- illness and misadventure
- carer responsibilities
- undertaking further study; or
- other applicable professional or individual circumstances.

### **4.7.2. Failure to achieve accreditation at Proficient Teacher within the maximum timeframe**

If a teacher does not gain Proficient Teacher accreditation by the end of their maximum accreditation timeframe (or extended timeframe, if applicable), their accreditation will cease. A teacher whose accreditation ceases is no longer accredited and is not eligible for employment as a teacher in any NSW school/service.

Teachers whose Conditional or Provisional accreditation ceases may apply for re-accreditation at Provisional (see [Section 12.2](#)).

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<sup>21</sup> Under the *Administrative Decisions Review Act 1997*, S53.

## 5. Maintaining Proficient Teacher Accreditation

This section applies to all teachers with active Proficient Teacher accreditation in NSW.

Teachers accredited at Proficient Teacher have already demonstrated their practice meets the Standards. The focus of maintaining Proficient Teacher is to stay up to date with professional practice by meeting professional development (PD) requirements. Teachers who meet PD requirements will remain accredited at Proficient Teacher unless grounds for suspension or revocation of their accreditation arise.

### 5.1. Proficient Teacher maintenance requirements

To maintain accreditation at Proficient Teacher a teacher must:

- complete a minimum of 100 hours of PD by the end of each maintenance period (see Section 5.1.1); and
- continue to meet the conditions of accreditation in Section 1.

#### 5.1.1. PD requirements for Proficient Teacher

Teachers maintaining accreditation at Proficient Teacher must participate in ongoing PD that relates to the Standards at Proficient Teacher or above. By the end of each maintenance period, Proficient Teachers must:

- complete a minimum of 100 hours of PD related to Standards at or above Proficient Teacher, including:
  - a minimum of 50 hours of NESAs Accredited PD,<sup>1</sup> which must include PD in each of the mandatory priority areas;<sup>2</sup> and
  - any combination of NESAs Accredited PD and/or Elective PD<sup>3</sup> for the balance
- evaluate all completed NESAs Accredited PD in their NESAs online account (eTAMS); and
- retain a personal log of any completed Elective PD that records the date completed, the Standard Descriptors addressed and the duration of the activity or course.<sup>4</sup>

Any NESAs Accredited PD a teacher completes in an optional priority area contributes to their minimum NESAs Accredited PD requirement.

Teachers who have completed Elective PD towards the minimum 100 hours required for their maintenance period must retain their Elective PD log for 12 months after the end of their maintenance period and provide their log to NESAs within 28 days,<sup>5</sup> if requested in the event of an audit.<sup>6</sup>

### 5.2. Finalising Proficient Teacher maintenance

In the final three months of each maintenance period, a Proficient Teacher must verify in their

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<sup>1</sup> A list of Accredited PD is published on the [NESAs website](#).

<sup>2</sup> Transition arrangements for PD requirements apply to some teachers and are published on the [NESAs website](#).

<sup>3</sup> A list of appropriate activities that may be recorded as Elective PD and an optional Elective PD log template are published on the [NESAs website](#).

<sup>4</sup> A template Elective PD log is available on the [NESAs website](#).

<sup>5</sup> Excluding school holidays.

<sup>6</sup> Any request for a teacher to provide their Elective PD log to NESAs will be made within 12 months following the end of the teacher's previous maintenance period.

NESA online account (eTAMS)<sup>7</sup> that:

- they have completed their PD requirements in line with [Section 5.1.1](#); and
- their employment and contact details are up to date.

### **5.3. Teachers not maintaining their Practice at the Standards**

The employer must have internal procedures to address issues relating to a teacher's practice as and when they arise (see [Section 14.7](#)), including advice to the teacher of the employer's obligation to notify NESA where grounds for suspension or revocation have been determined in line with [Section 11](#).

If a principal/service director determines that a teacher has not maintained their practice at the Standards following a completed process, the principal/service director or employer must:

- provide written notification to NESA of the decision within 28 days of the date of the decision in line with [Section 11.4](#)
- include in the written notification evidence relating to the teacher's failure to maintain the Standards in line with [Section 11.5.1](#).

If a teacher fails to maintain their practice at the Standards for Proficient Teacher, a principal/service director or employer cannot notify NESA of the decision unless the principal/service director has notified the teacher of the issues with their practice, including:

- the reasons for the principal's/service director's decision, including the Standard Descriptors that the teacher does not meet
- details of the appropriate and timely support and advice provided to the teacher regarding maintaining practice at the Standards
- the feedback and support provided to the teacher, which may include intervention strategies or an improvement plan to support the teacher, and the outcome of implementing those strategies/plans/support; and
- the teacher's right to respond to the written notice within 28 days and address the issues identified.

### **5.4. Maintenance of Proficient Teacher accreditation decision**

#### **5.4.1. Teachers who maintain accreditation at Proficient Teacher**

Where a teacher has met all maintenance requirements outlined in [Section 5.1](#) by the end of a maintenance period, NESA will make an accreditation decision that they have maintained their accreditation. The teacher will start a new maintenance period the day after their current period ends.<sup>8</sup>

#### **5.4.2. Teachers who fail to maintain accreditation at Proficient Teacher**

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<sup>7</sup> Non-school/service based teachers who want to maintain must contact NESA to finalise their maintenance if they are not employed by the NSW Department of Education, Catholic Schools NSW/Dioceses, the Association of Independent Schools of NSW, the NSW Teachers Federation or the Independent Education Union (NSW/ACT).

<sup>8</sup> Pre-2004 teachers who were accredited on 1 January 2018 and whose maintenance period ends between 31 December 2022 and 31 December 2023 or between 31 December 2024 and 31 December 2025 will start their second maintenance period the day after NESA decides they have maintained their accreditation. This only applies to pre-2004 teachers with a maintenance due date between 31 December 2022 and 31 December 2023 or between 31 December 2024 and 31 December 2025 and only for the first maintenance period. Early childhood teachers who were accredited in 2016 with a maintenance due date of 17 July 2023 will start their second maintenance period the day after NESA decides they have maintained their accreditation. This only applies to early childhood teachers accredited in 2016 with a maintenance due date of 17 July 2023 and only for the first maintenance period.

A Proficient Teacher will fail to maintain their accreditation if:

- they fail to meet the PD requirements by the end of the maintenance period; and/or
- their principal/service director or employer has notified NESAs of the decision that the teacher's practice does not meet the Standards for Proficient Teacher at any point during their maintenance period in line with [Section 5.3](#) and [Section 11](#).

#### **5.4.2.a. Failure to meet PD requirements**

A teacher fails to meet the PD requirements if they:

- do not meet the minimum PD requirements (see [Section 5.1.1](#)); or
- do not provide their Elective PD log within 28 days,<sup>9</sup> where requested by NESAs; or
- fail to verify by the end of their maintenance period that they have met the PD requirements in their NESAs online account (eTAMS) (see [Section 5.2](#)).

Where a teacher fails to meet their PD requirements, NESAs will issue 14 days' written notice<sup>10</sup> of an intention to suspend their accreditation, in line with [Section 11.9](#).

#### **5.4.2.b. Notification to NESAs of a teacher's failure to meet the Standards**

Where a principal/service director or employer notifies NESAs that a teacher's practice does not continue to meet the Standards in line with [Section 5.3](#), NESAs will:

- contact the principal/service director or employer to request further information or documentation if required (see [Section 11.5.1](#)); and
- make an accreditation decision within 28 days of the notification.

If NESAs find that the teacher has failed to maintain their accreditation, NESAs will:

- issue 14 days' written notice of an intention to revoke or suspend their accreditation, in line with [Section 11.9](#); or
- place conditions on the teacher's accreditation in line with [Section 11.7](#).

## **5.5. Timeframes for maintaining accreditation at Proficient Teacher**

Teachers employed on a full-time basis have five years to complete maintenance requirements.

Teachers employed on a casual or part-time basis have seven years to complete maintenance requirements, in recognition of the nature of their employment.<sup>11</sup>

### **5.5.1. Applying for an extension of the maintenance period**

Teachers who have been limited in their opportunity to meet the requirements for maintenance by the end of their timeframe may apply for an extension in the final six months of their maintenance period, and as soon as possible within the final six months. Teachers must apply in their NESAs online account (eTAMS), providing evidence of the grounds for their request.

Grounds for an extension to a teacher's maintenance period may include:

- illness and misadventure
- carer responsibilities
- undertaking further study; or

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<sup>9</sup> Excluding school holidays.

<sup>10</sup> The 14-day written notice period includes school holidays and employer shutdown periods.

<sup>11</sup> This includes teachers who have been employed on a casual or part-time basis at any point during their current maintenance period. Teachers must provide NESAs with evidence of casual or part-time employment to adjust their timeframe.

- other applicable professional or individual circumstances.

## 6. HALT Accreditation

This section applies to all NSW applicants for voluntary accreditation at Highly Accomplished and Lead Teacher (HALT).

### 6.1. Preparing to apply for HALT accreditation

Teachers accredited at Proficient Teacher who are interested in applying for HALT accreditation must meet the eligibility requirements (see [Section 6.1.1](#)).

Teachers who decide to apply for HALT accreditation must:

- discuss their intention to apply with their principal/service director
- complete the HALT Orientation Course (see [Section 6.1.2](#))
- start an application in their NESA online account (eTAMS) (see [Section 6.1.4](#)); and
- pay the first instalment of the application fee.<sup>1</sup>

#### 6.1.1. Eligibility to apply

To be eligible to apply for HALT accreditation a teacher must:

- be an Australian citizen or permanent resident<sup>2</sup>
- be accredited at Proficient Teacher or above; and
  - have been assessed as satisfactory in their two most recent annual performance assessments (for Highly Accomplished Teacher applicants);<sup>3</sup> or
  - have been assessed as satisfactory in their three most recent annual performance assessments (for Lead Teacher applicants).<sup>4</sup>

#### 6.1.2. Preliminary assessment

Teachers have the option to complete an online preliminary assessment. Teachers who choose to complete the preliminary assessment may do so either before or after starting an application for HALT accreditation. The preliminary assessment aims to:

- encourage potential applicants to reflect on their practice against the Standards for either Highly Accomplished or Lead Teacher and select the appropriate level to apply for
- identify areas within the Standards where their practice may require further development; and
- provide an indication of a teacher's likelihood of success if they proceeded with an application.<sup>5</sup>

A non-refundable administration fee applies to the preliminary assessment.<sup>6</sup> The preliminary assessment fee will be deducted from the application fee for the first module for teachers who

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<sup>1</sup> The HALT application fees are payable in three instalments. The fees, including a non-refundable administration fee for the preliminary assessment, are determined by the TA Regulation and are published on the [NESA website](#).

<sup>2</sup> This also includes New Zealand citizens who are teaching or have taught in a NSW school/service.

<sup>3</sup> Highly Accomplished Teacher applicants without an annual performance assessment must have their principal/service director verify that their performance is satisfactory.

<sup>4</sup> Lead Teacher applicants without an annual performance assessment must have their principal/service director verify that their performance is satisfactory.

<sup>5</sup> The outcome of a preliminary assessment has no impact on the assessment of evidence or accreditation decisions.

<sup>6</sup> The preliminary assessment fee is determined by the TA Regulation and is published on the [NESA website](#).

complete the preliminary assessment before starting an application.

### 6.1.3. HALT Orientation Course

All prospective applicants must complete NESA's online HALT Orientation Course before they can start an application for HALT accreditation. The course supports teachers to:

- understand the HALT application process and requirements
- understand the practice described in the Standards for HALT; and
- reflect on their practice against the Standards for HALT.

Prospective applicants who choose to complete the preliminary assessment (see [Section 6.1.2](#)) may do so either before or after they have completed the HALT Orientation Course.

### 6.1.4. Starting an application

To start an application for HALT accreditation, a teacher must:

- discuss their readiness to apply with their principal/service director<sup>7</sup>
- complete NESA's online HALT Orientation Course; and
- create an application for either Highly Accomplished or Lead Teacher, as applicable, in their NESA online account (eTAMS).

After a teacher has created an application in their NESA online account, their principal/service director must verify that the teacher:

- has discussed their intention to apply with their principal/service director; and
- is eligible to apply according to the requirements listed in [Section 6.1.1](#) above.

After a principal/service director has verified a teacher's eligibility, the teacher will be prompted to pay the application fee for the first module.<sup>8</sup>

An applicant may withdraw their application at any time by notifying NESA in writing. Applicants who withdraw within 12 months of starting an application may apply in writing to NESA for a refund of the application fee for module one (less the non-refundable administration fee for the preliminary assessment), provided they have not submitted module one. No other refunds apply.

## 6.2. HALT accreditation requirements

To achieve accreditation at HALT, applicants must:

- demonstrate that their practice consistently meets the Standards for Highly Accomplished or Lead Teacher (as applicable)
- collect, annotate and submit documentary evidence of their practice for every Standard Descriptor for Highly Accomplished or Lead Teacher (as applicable) across three modules (see [Sections 6.2.1](#) and [6.2.2](#))
- nominate three to five referees to provide verbal evaluative comments on their practice and impact in relation to particular Standard Descriptors (see [Section 6.2.2.c](#)); and
- participate in a Site Visit at a school/service<sup>9</sup> from an External Assessor, which

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<sup>7</sup> Prospective applicants who work in more than one school/service or workplace are responsible for approaching and selecting one school/service/workplace to discuss applying and to attest to their eligibility to start an application.

<sup>8</sup> An applicant's eligibility needs to be verified again if they do not pay the fee for module one and start an application within 12 months of their eligibility being verified.

<sup>9</sup> The Site Visit must be done at a school/service where the applicant has taught students/children over a sustained period of time.



includes observation of their teaching practice (in line with [Section 6.2.3](#)).

All applicants must continue to maintain accreditation at their current level, according to their maintenance timeframe, while developing their application for HALT accreditation.<sup>10</sup>

There is no minimum or maximum application timeframe.

Applicants must be employed in NSW in a school/service based role or a non-school/service based role at the time of submitting each module<sup>11</sup> and participating in a Site Visit.<sup>12</sup> All evidence submitted must relate to teaching practice in NSW. Applicants must provide evidence of impact on their current colleagues<sup>13</sup> and students/children<sup>14</sup> and demonstrate their skills in teaching students/children in a classroom/learning environment situation over a period of time.<sup>15</sup>

### **6.2.1. Collecting documentary evidence of practice**

Applicants must collect documentary evidence of their practice against the HALT Standards to annotate and submit for assessment with each module (see [Sections 6.2.1](#) and [6.2.2](#)).<sup>16</sup>

An applicant's documentary evidence must demonstrate:

- the practice that is described in the identified HALT Standard Descriptors
- the impact of the teacher's practice on colleagues and student/child learning progress and achievement; and
- how the applicant influences and supports colleagues to improve their practice relative to each Standard Descriptor.

Documentary evidence may be individual items<sup>17</sup> or items that have been grouped into an evidence set(s).<sup>18</sup>

Across the three modules, applicants must ensure that their submitted documentary evidence includes:

- evidence of their practice for every Standard Descriptor for Highly Accomplished Teacher or Lead Teacher, as applicable
- at least one item from each of the six evidence categories (see [Section 6.2.1.a](#))
- two reports on internal observations of the applicant's teaching practice (see [Section 6.2.1.b](#))
- at least one report of the applicant's observation of a colleague's teaching practice (see [Section 6.2.1.c](#)); and
- a description of the Lead Teacher Initiative (for Lead Teacher applicants only) (see [Section 6.2.1.d](#)).

#### **6.2.1.a. Documentary evidence categories**

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<sup>10</sup> Applicants should refer to Section 5 and Section 7 for the applicable maintenance requirements and to their NESA online account (eTAMS) for their maintenance timeframe.

<sup>11</sup> Applicants may submit their first or second module only while on a Leave of Absence from their NSW teacher accreditation.

<sup>12</sup> See Section 6.2.3 for Site Visit requirements.

<sup>13</sup> For early childhood HALT applicants, all references to colleague(s) means an accredited teacher who works directly with the applicant.

<sup>14</sup> Applicants who are submitting their application while employed in a non-school/service based role must include evidence of their teaching practice collected while employed in a school/service based role. The school/service-based evidence must have been generated within the past five years of the applicant's practice at the time of submitting the relevant module.

<sup>15</sup> There is no requirement for a specified number of hours or teaching load, but applicants must be responsible for an ongoing teaching program and the assessment of children/students.

<sup>16</sup> More information and guidance for applicants on collecting, annotating and organising documentary evidence for modules is available in the relevant evidence guide published on the [NESA website](#).

<sup>17</sup> An individual piece of documentary evidence and/or linked extracts which demonstrates an applicant's practice at between two and four Standard Descriptors.

<sup>18</sup> A group of individual items related by a general theme (e.g., unit of work, curriculum area or professional learning program).

All applicants must submit a balance of documentary evidence from each of the following six evidence categories:

1. Learning and teaching programs
2. Observations of teaching students/children
3. Reflection and feedback on teaching practice
4. Assessment and reporting on student/child learning outcomes
5. Collaboration and communication
6. Professional learning

#### **6.2.1.b. Internal observation of an applicant's practice**

Applicants must include two reports on internal observations<sup>19</sup> of their teaching practice conducted in a school/service where they teach in their application.<sup>20</sup> An optional template observation report is published on the [NESA website](#).

At least one internal observation must be completed by the applicant's principal/service director (or their delegate).<sup>21</sup> The other internal observation must be completed by a teacher employed in the same school/service as the applicant and who is accredited at Proficient, Highly Accomplished or Lead Teacher.<sup>22</sup> Both internal observations must be of the applicant teaching students/children in a classroom/learning environment.

Each internal observation report must:

- identify which Standard Descriptors were the focus of the observation
- describe the practice observed and the applicant's behaviour or actions; and
- include evaluative comments about the observed teaching practice in relation to the selected Standard Descriptors.

An internal observation report may also identify any Standard Descriptors observed that were in addition to those nominated as the focus for the observation. Applicants must not annotate their internal observation reports. Observations of the applicant's practice can be submitted as part of one or more modules.

#### **6.2.1.c. Applicant's observation of a colleague's practice**

All applicants must observe their colleagues teaching students/children in a classroom/learning environment for the purposes of demonstrating a capacity to work in a supportive and collaborative manner to improve the practice of their colleagues. An optional template observation report is published on the [NESA website](#).

Applicants must include a report on at least one observation they have conducted of a colleague's teaching practice in their documentary evidence.

Applicants must annotate their report(s) on observation(s) of their colleague's(s') practice against relevant Standard Descriptors at the level for which the applicant is applying.

Observation reports of teacher practice by the applicant can be submitted as part of one or more modules.

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<sup>19</sup> The two internal observations are distinct from the observations completed by the External Assessor during the Site Visit (see Section 6.2.3).

<sup>20</sup> Observations may be undertaken remotely (by video) where necessary. An observation report must be provided by the observer following analysis of the lesson video. The remote observation may occur at the same time as the applicant is teaching or at a later time, by agreement between the applicant and the observer. Applicants must only submit the observation report, not the video file, for any observation done by video.

<sup>21</sup> For applicants in early childhood contexts, the observer(s) may be from outside the teacher's current teaching context and must be an accredited teacher.

<sup>22</sup> Where the applicant is the only teacher accredited at Proficient Teacher or above in the school/service, the applicant must contact NESA for advice to enable the applicant to have two internal observations of their teaching practice completed.

#### 6.2.1.d. Lead Teacher Initiative

Applicants for accreditation at Lead Teacher must include evidence of an initiative they have led within the school/service or across schools/services and the impact of that initiative in an evidence module(s).<sup>23</sup>

The initiative must have been implemented over a period of time across the school/service and designed to build the capacity of their teacher colleagues and improve student/child learning progress and achievement. The applicant must have had a lead role in the implementation of the initiative to enable them to meet the requirements for Lead Teacher.

The Lead Teacher Initiative must be sustainable and demonstrate the applicant's positive impact over time. The initiative can be a responsibility delegated to the applicant, which they have then designed and implemented. The initiative can be demonstrated by applicants who hold formal leadership positions as well as by those who do not hold a formal leadership position.

The Lead Teacher Initiative must:

- be implemented over a minimum of six months
- be linked to a school/service or system initiative(s)
- demonstrate the applicant's leadership in designing, implementing, evaluating and reviewing the initiative; and
- demonstrate evidence of the applicant's impact on colleagues' knowledge, practice and/or engagement.

To provide evidence of an applicant's chosen Lead Teacher Initiative, the applicant must:

- include a written description of the initiative, of up to 1000 words, which outlines the applicant's individual contribution to the initiative, in the first module they submit<sup>24</sup>
- include documentary evidence for the initiative in one or more modules; and
- ensure that at least one nominated referee can comment on the applicant's practice in relation to the initiative.

#### 6.2.2. Evidence modules

Applicants must submit annotated documentary evidence of their practice in three modules in their NESA online account (eTAMS).

Each evidence module an applicant submits must include three to 10 items of annotated documentary evidence (which may include a combination of items and/or evidence sets).<sup>25</sup> Applicants must address 10 to 15 Standard Descriptors in each evidence module.

To be accredited, an applicant's documentary evidence submitted across the three modules must demonstrate their practice against all Standard Descriptors for the applicable level.

Applicants who do not successfully demonstrate practice against a Standard Descriptor(s) in a module must submit evidence in relation to that Standard Descriptor(s) in a subsequent module, in response to feedback provided in the relevant HALT Module Report. Applicants in these cases are not prevented from submitting the next module or participating in a Site Visit. If an applicant has not provided documentary evidence that successfully demonstrates practice against all Standard Descriptors after assessment of their third module, NESA will ask the

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<sup>23</sup> More information on the Lead Teacher Initiative is available in the Lead Teacher Evidence Guide.

<sup>24</sup> The written statement does not constitute an item of evidence for the purposes of the minimum and maximum number of items for a module.

<sup>25</sup> If required, an applicant may submit more than 10 items in their third module, to account for any Standards Descriptors not successfully demonstrated in a previous module or the Site Visit.

applicant to revise and resubmit evidence in relation to the outstanding Standard Descriptors and in response to feedback provided in the HALT Module Report (see [Section 6.2.4.a](#)).

### **6.2.2.a. Annotating documentary evidence**

Applicants must annotate each item or set of documentary evidence they submit to analyse the impact of their practice on student/child learning progress and achievement and the practice of colleagues in relation to relevant Standard Descriptors.<sup>26</sup>

Annotations must be developed using the template provided in the online application and must not exceed 350 words for an item or 1000 words for an evidence set.

Each item or set of documentary evidence a HALT applicant submits<sup>27</sup> must:

- illustrate practice at the applicable level of the Standards
- demonstrate:
  - the impact of the teacher's practice on colleagues and student/child learning progress and achievement
  - how the applicant influences and supports colleagues to improve their practice; and
- be annotated by the applicant, in their NESAs online account (eTAMS), to explain how it demonstrates their achievement of between two and four identified Standard Descriptors.

### **6.2.2.b. Submitting modules**

Applicants may submit a module at any time, as soon as the minimum requirements for the module have been met (see [Section 6.2.2](#)).

An applicant may not submit their second module until they have received the HALT Module Report for their first module. An applicant may not submit their third module until after their Site Visit.

Applicants must write an overview statement for each module they submit using the template provided in their NESAs online account (eTAMS). The module overview statement must:

- provide the context and background for the evidence included in the module
- describe the key features of their collection of evidence, referring to the annotated items/sets in the evidence module
- include a summary of the applicant's major strengths as a teacher in relation to the Standard Descriptors for the module; and
- be between 250 and 400 words.

Applicants must include details for up to two referees when they submit each evidence module (see [Section 6.2.2.c](#)).

### **6.2.2.c. Nominating referees**

All applicants must nominate between three and five referees in total, over the course of the three modules. The role of a referee is to:

- provide verbal evaluative comments about the applicant's practice in relation to between one and four Standard Descriptors, as allocated by the applicant; and

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<sup>26</sup> The only exception to this requirement is the internal observation. Teachers must not annotate the reports on internal observations of their own practice (see [Section 6.2.1.b](#)).

<sup>27</sup> Each item or set of evidence submitted in the NESAs online account must not exceed the maximum limit of 10MB.

- verify the practice described in the applicant's documentary evidence for the allocated Standard Descriptor(s).<sup>28</sup>

Applicants must identify which Standard Descriptor(s) they have allocated to each of their referees when they submit the relevant evidence modules.

Applicants for Lead Teacher accreditation must ensure that at least one of their nominated referees can comment on the applicant's practice in relation to the Lead Teacher Initiative.

Nominated referees must have first-hand knowledge of the applicant's practice in a NSW school/service.

An applicant's nominated referees must include:

- a teacher colleague; and
- a teacher who has received professional assistance or guidance from the applicant.

Applicants cannot nominate a student/child as a referee or any individual who has been involved in making judgements about their application, including a HALT Assessor or the External Assessor who conducted the Site Visit.

#### **6.2.2.d. Assessment of modules**

Modules are assessed by HALT Assessors as and when they are submitted by an applicant.

Where an applicant's module does not meet the requirements for a module, NESA will advise the applicant to amend their module before it is assessed.

When an applicant submits an evidence module, NESA:

- allocates two HALT Assessors<sup>29</sup> to review the annotated documentary evidence and prepare a HALT Module Report on their assessment, which includes:
  - feedback on the extent to which the evidence demonstrates practice against the identified Standard Descriptors
  - advice about the quality of the submitted documentary evidence and annotations
  - a record of the evaluative comments provided by the applicant's nominated referee(s), as applicable
  - which Standard Descriptors were demonstrated or partially demonstrated in the module and which, if any, were not demonstrated; and
- provides the completed HALT Module Report to the applicant within 28 days of the applicant submitting the module.<sup>30</sup>

One of the allocated HALT Assessors will be from the same sector/system and context as the applicant and one will be from a different sector/system and context, where possible.

If the two HALT Assessors' judgements about the extent to which an applicant has demonstrated practice at the Standards are inconsistent, NESA will appoint a third HALT Assessor to assess the module and reach a consensus. NESA may also appoint a third assessor if requested by either of the HALT Assessors. Where a third HALT Assessor is appointed, they will be from the same sector/system and context as the applicant.

HALT Assessors will contact at least three of an applicant's referees, over the course of the three modules, to discuss and verify the practice described in the applicant's documentary

<sup>28</sup> More information about the role of the referee, including questions that referees who are contacted will be asked, is available in the relevant evidence guide for applicants and on the [NESA website](#).

<sup>29</sup> NESA allocates HALT Assessors according to their availability.

<sup>30</sup> An additional seven days may be required if a third HALT Assessor is required. In these cases, applicants are notified of the extended timeframe for assessment of the module.

evidence, including the Lead Teacher Initiative, as applicable. Referees are contacted at the point of assessing a module and a record of the evaluative comments from the referee(s) is included in the relevant HALT Module Report(s).

### 6.2.3. Site Visit

Applicants must participate in a school/service-based Site Visit<sup>31</sup> from an External Assessor after they have completed their second module and before they submit their third module. The External Assessor is appointed by NESAs and is from the same sector/system and context (i.e. early childhood, primary or secondary school) as the applicant.<sup>32</sup>

During the Site Visit the External Assessor:

- observes three sessions of practice, at least two of which must be when the applicant is teaching students/children in a lesson/learning experience
- engages in professional discussion with the applicant and provides feedback on their observation of the applicant's practice against the Standard Descriptors nominated by the applicant for the Site Visit<sup>33</sup>
- engages in professional discussion with up to two colleagues nominated by the applicant, where applicable; and
- interviews the applicant's principal/service director.<sup>34</sup>

#### 6.2.3.a. Preparing for the Site Visit

Applicants must arrange their Site Visit through negotiation with their principal/service director and NESAs, including allowance for a 30-minute interview between the External Assessor and the principal/service director during the Site Visit. When an applicant requests a Site Visit NESAs will appoint an External Assessor, considering their specific expertise in relation to the applicant's context.

#### 6.2.3.b. Professional discussion

The External Assessor will provide the applicant with feedback on the observation of their practice during a professional discussion of up to one hour at the end of the Site Visit and may ask the applicant targeted questions based on their observations.

#### 6.2.3.c. Principal/service director interview

The External Assessor will conduct a structured 30-minute interview<sup>35</sup> with the applicant's principal/service director to seek evaluative comments about the applicant's demonstration of practice against the Standards. The interview may be conducted by phone or videoconference if the principal/service director is located offsite or is not in the school/service on the day of the Site Visit.<sup>36</sup>

#### 6.2.3.d. The Site Visit Report

The External Assessor will write a report on the Site Visit in their NESAs online account within 48-

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<sup>31</sup> More information and advice for applicants is provided in the Site Visit Guide.

<sup>32</sup> NESAs allocate External Assessors according to their availability.

<sup>33</sup> The External Assessor may also report on other Standard Descriptors they observe, whether or not they were nominated by the applicant.

<sup>34</sup> Where the applicant is the principal, the 30-minute structured interview is conducted with their line manager. Where the applicant is the service director, or the applicant works in an early childhood context where there is no service director or appropriate individual to provide evaluative comments about the applicant's performance and practice against the Standards, NESAs determine who will participate in the 30-minute structured interview.

<sup>35</sup> The set of interview questions that principals/service directors will be asked is published in the Site Visit Guide.

<sup>36</sup> If a principal/service director becomes unavailable for the interview after the Site Visit has been arranged, the principal/service director must contact NESAs to make alternative arrangements.



72 hours of finishing the Site Visit.<sup>37</sup>

The External Assessor's Site Visit Report will document:

- their observation of the applicant's teaching practice, including Standard Descriptors met during the Site Visit, or not met, where relevant
- feedback to the applicant about their practice provided during the professional discussion
- a record of the professional discussion with up to two of the applicant's colleagues, where the applicant has chosen to nominate colleagues to participate; and
- the interview between the External Assessor and the principal/service director.

#### **6.2.4. Completing an application**

An application for HALT accreditation is complete when an applicant has:

- completed the requirements for and submitted all three evidence modules, including any revisions requested by NESAs; and
- participated in a Site Visit.

NESA may contact an applicant to clarify any aspect of their completed application or the External Assessor to clarify any aspect of the Site Visit Report or the applicant's workplace or employer to clarify any aspects of an application.

##### **6.2.4.a. Requesting revisions from an applicant**

After assessing an applicant's third module, NESA may ask an applicant to revise and resubmit documentary evidence where one or more Standard Descriptors have not yet been successfully demonstrated, within three months.<sup>38</sup> Where revisions are requested, NESA will provide feedback and advice to applicants on the Standard Descriptor(s) not yet successfully demonstrated.

After an applicant has submitted their revised documentary evidence, the HALT Assessors will complete a HALT Module Report based on all evidence submitted for module three, including any revised evidence.<sup>39</sup>

### **6.3. HALT accreditation decisions**

HALT accreditation decisions are made by NESA based on the:

- assessment of the applicant's evidence modules, as documented in the three HALT Module Reports
- assessment of the applicant's Lead Teacher Initiative (for Lead Teacher applicants only); and
- External Assessor's Site Visit Report.

NESA makes the accreditation decision within 28 days of the applicant submitting their third module (or within 28 days of the applicant submitting any revisions, where applicable).

NESA can decide that an applicant for HALT accreditation:

- meets all requirements for accreditation and accredit the teacher at the higher level

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<sup>37</sup> Where this is not possible, the External Assessor should contact NESA to discuss.

<sup>38</sup> Applicants may apply to NESA for an extension of the three-month period on the grounds of illness or misadventure that occurs during the revision period.

<sup>39</sup> If an applicant does not respond to the request for revisions, or request an extension of the three-month revision period, NESA will proceed with making an accreditation decision based on the initial submission of the third module.

(see [Section 6.3.1](#)); or

- does not meet all requirements for accreditation and decide to not accredit the teacher at the higher level (see [Section 6.3.2](#)).

### **6.3.1. Decision to accredit**

If an applicant meets all requirements for accreditation at Highly Accomplished or Lead Teacher, as set out in [Section 6.2](#), NESA will accredit the applicant at the level for which they applied and:

- notify the applicant of the decision in writing, including information about maintaining their HALT accreditation
- advise the principal/service director and employer of the decision; and
- record the decision in the teacher's NESA online account (eTAMS).

The teacher will start their first maintenance of accreditation period at the higher level on the date the accreditation decision is recorded in their NESA online account (eTAMS) (see [Section 7](#)).

### **6.3.2. Decision to not accredit**

If an applicant does not meet one or more of the requirements for HALT accreditation as set out in [Section 6.2](#), NESA will decide to not accredit the applicant at the level for which they applied and:

- notify the applicant of the decision in writing, including the reasons, specific feedback on their practice and advice to support their ongoing development; and
- record the decision in the teacher's NESA online account (eTAMS).

Applicants whose HALT application is unsuccessful will remain:

- accredited at their current level; and
- subject to the applicable maintenance of accreditation requirements and timeframes.

A teacher may apply to NESA for an internal review of a decision to not accredit them at HALT within 28 days of being notified.<sup>40</sup> Information on how to apply to NESA for an internal review is published on the NESA website.

After the internal review is finalised, the teacher may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.

## **6.4. Confidentiality and conflict of interest**

All HALT Assessors and External Assessors must maintain confidentiality regarding all records and information obtained through their role in the HALT accreditation process.

All assessors must declare any matters of private interest and record any issues with the potential for conflict or perceived conflict of interest as and when they arise. In addition, assessors are excluded from any involvement in the accreditation decision or internal review of an accreditation decision for an applicant, if they:

- assessed any of the applicant's evidence modules
- completed the applicant's Site Visit; and/or
- were nominated by the applicant as a referee.

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<sup>40</sup> Under the *Administrative Decisions Review Act 1997*, S53.



Where appropriate, assessors must disqualify themselves from all aspects of the assessment, decision or internal review process for any applicant where a conflict of interest exists or arises.

Current applicants for HALT accreditation are not permitted to be assessors. Any assessor who starts an application for HALT accreditation will be excluded from being an assessor for the duration of their application, until their application is complete and an accreditation decision is made.

## **6.5. Accreditation of interstate HALTs**

Teachers who hold national certification as a Highly Accomplished or Lead Teacher in another state or territory are eligible for accreditation at the same level in NSW. Interstate teachers must first apply to NESAs for accreditation in NSW under mutual recognition arrangements (see [Section 2.4](#)).

To have their national certification recognised, a teacher must provide:

- a certified copy of their HALT accreditation certificate (and/or other document(s)) that confirms the date they achieved certification and the jurisdiction in which it was achieved; and
- evidence of completion of maintenance (renewal), where relevant.

NESA may contact another certifying authority to confirm a teacher's status before changing the teacher's record in eTAMS to reflect their level of national certification. Teachers will start maintaining their accreditation at the applicable level on the day they are recognised at that level in NSW.

## 7. Maintaining HALT Accreditation

This section applies to all NSW teachers who are accredited at Highly Accomplished or Lead Teacher (HALT).

### 7.1. HALT maintenance requirements

To maintain HALT accreditation, teachers must:

- demonstrate that their practice continues to meet all of the Standards for the relevant accreditation level on an ongoing basis
- be engaged in the delivery of curriculum and assessment in a school/service<sup>1</sup>
- complete the applicable professional development (PD) requirements by the end of each maintenance period; and
- complete and submit a Maintenance of Accreditation Report by the end of each maintenance period.

All teachers must also meet the conditions of accreditation in [Section 1](#) to remain accredited.

#### 7.1.1. PD requirements for HALT

Teachers maintaining accreditation at HALT must participate in ongoing PD that relates to the Standards at or above their level of accreditation. To meet PD requirements for each maintenance period, teachers accredited at HALT must:

- complete a minimum of 100 hours of professional development, including
  - a minimum of 20 hours of NESAs Accredited PD, which must include PD in each of the mandatory priority areas<sup>2</sup>
  - a minimum of 20 hours of professional commitment activities that support the professional development and practice of colleagues in a teacher's school/service and/or wider community (see [Section 7.1.1.a](#)); and
  - any combination of NESAs Accredited PD, professional commitment activities or Elective PD<sup>3</sup> for the balance
- evaluate all completed NESAs Accredited PD in their NESAs online account (eTAMS)
- retain a personal log of their completed professional commitment activities; and
- retain a personal log of any completed Elective PD that records the date completed, the Standard Descriptors addressed and the duration of the activity or course.<sup>4</sup>

Any NESAs Accredited PD a teacher completes in an optional priority area contributes to their minimum NESAs Accredited PD requirement.

Teachers who have completed Elective PD towards the minimum 100 hours required for their maintenance period must:

- declare they have completed the balance of hours as Elective PD when they finalise their maintenance in their NESAs online account (eTAMS); and
- retain their Elective PD log for 12 months after the end of their maintenance period

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<sup>1</sup> There is no requirement for a specified number of hours or teaching load for Highly Accomplished and Lead Teachers to maintain accreditation.

<sup>2</sup> Transition arrangements for PD requirements apply to some HALTs and are published on the [NESAs website](#).

<sup>3</sup> A list of appropriate activities that may be recorded as Elective PD is published on the [NESAs website](#).

<sup>4</sup> A template Elective PD log is available on the [NESAs website](#).

and provide their log to NESAs, if requested in the event of an audit.<sup>5</sup>

### **7.1.1.a. Professional commitment activities**

Professional commitment is PD that shows a HALT's ongoing capacity to support the professional development and practice of their colleagues and the wider education community.

Professional commitment activities<sup>6</sup> include:

- mentoring or coaching teachers or teacher education students
- engaging with teacher education students, provisionally/conditionally accredited teachers or Proficient Teachers to improve their teaching practice
- leading PD or educational forums in a school/service or through professional teaching associations or networks
- developing and implementing projects, including research in early childhood education and care services, schools or the wider education community; and
- writing for publications that contribute to professional knowledge and discussion for teachers.

When finalising their maintenance of HALT accreditation, teachers must:

- declare they have completed 20 hours of professional commitment activities before they can finalise their maintenance online; and
- keep a log of the completed professional commitment activities for 12 months after the end of their maintenance period and provide the log to NESAs, if requested, in the event of an audit.

### **7.1.2. Demonstrating consistent practice at HALT**

Teachers maintaining HALT accreditation must describe how they have maintained their practice by completing the Maintenance of Accreditation Report (Report) for their level of accreditation in their NESAs online account (eTAMS).

The teacher's Report must:

- provide an overview of the context and background of their practice, including at least three examples of practice that demonstrate the impact of their practice on student/child learning outcomes and the practice of colleagues<sup>7</sup>
- describe how PD activities have been used to inform and improve their practice over the maintenance period
- nominate between three and five referees, one of whom must be their current principal/service director (or line manager in the case of principals/service directors maintaining at the higher levels), who can attest to their currency of knowledge and depth of practice throughout the maintenance period
- be between 2500 and 5000 words in total; and
- be completed and submitted in the final three months of their maintenance period.

If a principal/service director becomes aware of issues with a teacher's HALT practice at any

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<sup>5</sup> Any request for a teacher to provide their Elective PD log to NESAs will be made within 12 months following the end of the teacher's previous maintenance period.

<sup>6</sup> Professional commitment activities should only include activities where the HALT directly supports or mentors other teachers. For example, for a practicum placement, this would include discussions on practice and providing feedback, but not supervisory responsibilities.

<sup>7</sup> For early childhood teachers maintaining HALT, all references to colleague(s) means an accredited teacher who works directly with the HALT.

time during the maintenance period, the principal/service director must inform the employer and the teacher within 28 days of becoming aware of such issue. The employer must have internal procedures to address issues relating to a teacher's practice as and when they arise (see Section 14.7).

## 7.2. HALT maintenance attestations

Once the teacher has completed and submitted their Maintenance of Accreditation Report (Report), the teacher's current principal/service director<sup>8</sup> must review the Report in their NESAs online account (eTAMS) and:<sup>9</sup>

- verify whether the teacher's ongoing performance is satisfactory; and<sup>10</sup>
- attest as to whether the content of the teacher's Report accurately reflects their practice.

The principal/service director may:

- determine that the teacher's ongoing performance is satisfactory and their Report accurately reflects their practice (see Section 7.2.1)
- determine that the teacher's ongoing performance is unsatisfactory and/or their Report does not accurately reflect their practice (see Section 7.2.2); or
- record that they are unable to make an attestation (see Section 7.2.3).

Where a principal/service director is making an attestation for a teacher accredited at HALT who has held their current role for less than three months, the principal/service director, subject to consent from the teacher:

- may contact the teacher's previous principal/service director about the teacher's practice and/or satisfactory performance
- must contact the teacher's previous principal/service director before making an attestation that a teacher has not maintained their practice against the applicable higher level of the Standards
- must contact the teacher's previous principal/service director before recording that they cannot make an attestation about a teacher's practice.

### 7.2.1. Attesting that a teacher's Report reflects their practice

If the principal/service director determines that the teacher's ongoing performance is satisfactory and their Report accurately reflects their practice, the principal/service director:

- must record the attestation in their NESAs online account (eTAMS) by the end of the teacher's maintenance period; and
- may provide comments about the teacher's practice.

### 7.2.2. Attesting that a teacher's Report does not reflect their practice

If the principal/service director determines that the teacher's ongoing performance is unsatisfactory and/or their Report does not accurately reflect their practice, the principal/service

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<sup>8</sup> Teachers employed on a casual basis should approach a school/service with whom they have an established relationship to seek a maintenance of accreditation attestation.

<sup>9</sup> Where there is no eligible teacher accredited at Proficient who can verify and attest for the teacher maintaining at HALT, or the teaching maintaining HALT is the principal/service director, NESAs has alternate processes for judgements to be made for these teachers' maintenance of accreditation.

<sup>10</sup> For the purposes of maintenance of accreditation at the higher levels, satisfactory performance is considered to mean that the teacher is demonstrating practice at Proficient Teacher or above.

director must:

- record the attestation in their NESA online account (eTAMS) by the end of the teacher's maintenance period, including the reasons
- provide comments about the teacher's practice; and
- provide evidence that the school/service has followed their employer's internal procedures (in line with [Section 14.7](#)).

A principal/service director cannot make a negative attestation for a teacher accredited at HALT unless the principal/service director has notified the teacher of the issues with their practice, including:

- the reasons for the principal's/service director's intended attestation, including the Standard Descriptors that the teacher does not meet
- details of the appropriate and timely support and advice provided to the teacher regarding their practice against the applicable Standards
- the feedback and support provided to the teacher, which may include intervention strategies or an improvement plan to support the teacher, and the outcome of implementing those strategies/plan/support; and
- the teacher's right to respond to the written notice within 28 days and address the issues identified.

### **7.2.3. Unable to make an attestation**

If a principal/service director is not able to make an attestation for a teacher finalising their maintenance at HALT, the principal/service director must:

- record the attestation in their NESA online account (eTAMS) by the end of the teacher's maintenance period; and
- provide the reason(s) why they are unable to make an attestation.

A principal/service director may only record that they are unable to make a maintenance attestation for a HALT if:

- the teacher has not worked in the school/service for long enough to allow the principal/service director to confidently verify their performance or determine whether the teacher's Report is an accurate reflection of their practice; and/or
- information provided by the teacher's previous school/service (where applicable and subject to consent from the teacher) has not assisted the principal/service director in making a valid and reliable judgement.

## **7.3. Maintenance of HALT accreditation decisions**

Maintenance of HALT accreditation decisions are made by NESA based on the:

- teacher's completed Report
- principal's/service director's attestation; and
- teacher's record of NESA Accredited PD.

NESA will contact at least one of the teacher's nominated referees when making the maintenance decision to verify that the teacher's currency of knowledge and depth of practice meet the applicable Standards.

NESA makes the maintenance of accreditation decision by the end of the teacher's

maintenance period.

NESA may decide that a HALT:

- meets all requirements for maintenance of accreditation as set out in [Section 7.1](#); or
- does not meet the requirements for maintenance of accreditation as set out in [Section 7.1](#).

If NESA considers making a decision that does not align with the attestation, NESA will contact the principal/service director and, if necessary, the teacher, to discuss the attestation before making a decision.

### **7.3.1. Teachers who maintain accreditation at HALT**

Where a teacher reaches the end of a maintenance period and NESA decides that they have maintained their accreditation, the teacher will begin a new maintenance period the day after their current period ends.

### **7.3.2. Teachers who fail to maintain accreditation at HALT**

A teacher accredited at HALT will fail to maintain their accreditation if:

- they fail to complete the PD requirements by the end of the maintenance period; and/or
- their practice does not continue to meet the applicable higher-level Standards at any point during their maintenance period.

If a principal/service director attests that a HALT's ongoing performance is unsatisfactory and/or their Report does not accurately reflect the teacher's practice, NESA will:

- contact all the teacher's nominated referees
- contact the principal/service director and the teacher and may request further information or documentation to inform itself; and
- make an accreditation decision within 28 days of the attestation.

If NESA finds that the teacher has failed to maintain their HALT accreditation, NESA will issue 14 days' written notice<sup>11</sup> of an intention to suspend the teacher's higher-level accreditation, in line with [Section 11.9](#). A teacher in this situation may return to accreditation at Proficient Teacher, if they have met the requirements for maintaining Proficient Teacher accreditation, in line with [Section 5](#).

## **7.4. Timeframes for maintaining accreditation at HALT**

A teacher's first HALT maintenance period starts the day they are accredited at Highly Accomplished or Lead Teacher.

Teachers employed on a full-time basis have five years to complete maintenance requirements.

Teachers employed on a casual or part-time basis have seven years to complete maintenance requirements, in recognition of the nature of their employment.<sup>12</sup>

A teacher who gains accreditation at either Highly Accomplished or Lead Teacher will stop maintaining their current accreditation level and begin maintaining their accreditation against the Standard Descriptors for Highly Accomplished or Lead Teacher as applicable.

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<sup>11</sup> The 14-day written notice period includes school holidays and employer shutdown periods.

<sup>12</sup> This includes teachers who have been employed on a casual or part-time basis at any point during their current maintenance period. Teachers must provide NESA with evidence of casual or part-time employment to adjust their timeframe.

### **7.4.1. Applying for an extension of the maintenance period**

Teachers who have been limited in their opportunity to meet the requirements for maintenance by the end of their timeframe may apply for an extension in the final six months of their maintenance period, and as soon as possible within the final six months. Teachers must apply in their NESAs online account, providing evidence of the grounds for their request. Grounds for an extension to a teacher's maintenance period may include:

- illness and misadventure
- carer responsibilities
- undertaking further study; or
- other applicable professional or individual circumstances.

### **7.5. Returning to a lower level of accreditation**

Highly Accomplished and Lead Teachers may choose to stop maintaining their higher-level accreditation at any time and return to accreditation at Proficient Teacher (or to Highly Accomplished Teacher in the case of Lead Teachers who were previously accredited at Highly Accomplished Teacher).

To return to a lower level of accreditation, teachers must advise NESAs in writing.

Where a teacher returns to a lower level of accreditation, their maintenance period end date will not change and the teacher must meet the maintenance of accreditation requirements for the relevant level of accreditation.



## 8. Non-practising Teacher Accreditation

This section applies to NSW teachers accredited at Proficient Teacher who are not currently teaching in a school/service and who opt to remain accredited members of the profession. Non-practising teacher accreditation provides for a seamless return to teaching in a school/service at any point in the future.

A teacher is eligible for Non-practising accreditation if they are:

- accredited at Proficient Teacher;<sup>1</sup> and
- not employed to teach in a NSW school/service.

A teacher with Non-practising accreditation cannot be employed to teach in any NSW school/service and must return to active accreditation to be eligible for employment as a teacher.

### 8.1. How to become accredited as a Non-practising teacher

Eligible teachers can change their active accreditation<sup>2</sup> to Non-practising accreditation at any time in their NESA online account (eTAMS). A teacher cannot change their accreditation status to Non-practising retrospectively.

A teacher may remain accredited as a Non-practising teacher indefinitely, provided they continue to meet the conditions for Non-practising accreditation.

### 8.2. Conditions for Non-practising accreditation

A Non-practising teacher:

- must pay the annual teacher accreditation fee
- must hold a current Working with Children Check (WWCC) clearance
- remains subject to suitability to teach requirements
- is listed on the Public Register as 'Non-practising'
- is not required to complete PD (but may choose to) or to demonstrate ongoing practice against the Standards
- is not permitted to finalise their maintenance requirements; and
- cannot make accreditation recommendations or attestations.<sup>3</sup>

### 8.3. Timeframes for Non-practising teacher accreditation

There is no minimum or maximum timeframe for Non-practising accreditation. There are no restrictions on the number of times a teacher can hold Non-practising accreditation.

When a teacher is accredited as Non-practising, their maintenance of accreditation timeframe is placed on hold and is adjusted if and when they return to active accreditation.<sup>4</sup>

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<sup>1</sup> A teacher with HALT accreditation who changes their status to Non-practising may return to active accreditation at HALT within five years. A HALT who has held Non-practising accreditation for more than five years will revert to Proficient Teacher accreditation if and when they return to active accreditation.

<sup>2</sup> Teachers returning from a Leave of Absence can apply to be accredited as a Non-practising teacher. A teacher whose accreditation has been suspended is not eligible for Non-practising accreditation until such time as their suspension is removed by NESA.

<sup>3</sup> Non-practising teachers are eligible to be an Accreditation Supervisor, a HALT Assessor or an External Assessor.

<sup>4</sup> Teachers who return to active accreditation within six months of changing their accreditation to Non-practising will not have their timeframe adjusted.

## 8.4. Returning to active accreditation

Non-practising teachers can return to active accreditation and teaching in a NSW school/service at any time without re-applying for accreditation.

A Non-practising teacher returning to teaching in a NSW school/service must:

- notify NESA of their return to teaching in their NESA online account (eTAMS) before they return to teaching; and
- continue to meet the conditions of accreditation at the applicable level.

Where a Non-practising teacher returns to active accreditation within five years, their previous maintenance timeframe will be adjusted<sup>5</sup> according to the length of time they were accredited as a Non-practising teacher.<sup>6</sup>

Teachers who have held Non-practising accreditation for more than five years will start a new maintenance of accreditation timeframe at such time as they return to active accreditation.<sup>7</sup>

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<sup>5</sup> Except in cases where a teacher returns to active accreditation within six months of changing their accreditation to Non-practising.

<sup>6</sup> Teachers previously accredited at HALT will revert to Proficient Teacher if returning to active accreditation after five or more years of being accredited as a Non-practising teacher.

<sup>7</sup> Any PD activities completed by the teacher during the previous maintenance timeframe will not be transferred to the new maintenance period.

## 9. Leave of Absence

This section applies to all accredited teachers in NSW who are taking leave from employment as a teacher and will return (or intend to return) to teaching within five years.

### 9.1. Taking a Leave of Absence

Accredited teachers may apply for a Leave of Absence from accreditation in their NESA online account (eTAMS) for a minimum of six months and maximum of five years. A Leave of Absence has the effect of putting a teacher's accreditation timeframe on hold until they return to teaching.

The start-date of any application for a Leave of Absence must be on or after the date the teacher submits the application.

When a Leave of Absence is approved, the teacher's accreditation timeframe is extended by the length of the Leave of Absence in their NESA online account (eTAMS).

Teachers on a Leave of Absence are considered not to have active accreditation and, as such, are not eligible for employment as a teacher in a NSW school/service. A teacher's name will not appear on the Public Register while on a Leave of Absence.

A teacher who is on a Leave of Absence from accreditation:

- is not required to complete PD (but may choose to) or to demonstrate practice against the Standards
- does not require a current WWCC clearance (until such time as they return to active or Non-practising accreditation)
- may not be required to pay the annual fee<sup>1</sup>
- cannot make accreditation attestations/recommendations<sup>2</sup>
- may have their accreditation suspended or revoked by NESA (see [Section 11](#)); and
- cannot submit their final HALT module or participate in a Site Visit (if a HALT applicant).<sup>3</sup>

Teachers must make any adjustments to their Leave of Absence in their NESA online account (eTAMS). Teachers may:

- change the end date of their Leave of Absence at any time before the current end date to:
  - reduce their leave (down to a minimum of six months)
  - extend their leave (up to a maximum of five years); or
- cancel their Leave of Absence if they return to work less than six months from when their leave began.<sup>4</sup>

### 9.2. Returning from a Leave of Absence

A teacher's accreditation automatically reactivates after the end date of a Leave of Absence, provided the teacher:

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<sup>1</sup> Information on when a teacher is not required to pay the annual fee when applying for a Leave of Absence is published on the [NESA website](#).

<sup>2</sup> Teachers on a Leave of Absence are eligible to be an Accreditation Supervisor, a HALT Assessor or an External Assessor.

<sup>3</sup> HALT applicants retain access to their NESA online account (eTAMS) while on a Leave of Absence and may continue to develop their application.

<sup>4</sup> Where a teacher cancels their Leave of Absence within six months, their accreditation timeframe end date will revert to the original date before the Leave of Absence.

- holds a current WWCC clearance for paid employment<sup>5</sup>
- continues to meet the suitability to teach requirements; and
- has no outstanding accreditation fees.

Teachers who decide not to return to teaching or active accreditation at the end of a Leave of Absence may:

- apply for Non-practising teacher accreditation (see [Section 8](#)); or
- voluntarily cancel their accreditation (see [Section 10](#)).

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<sup>5</sup> Teachers who do not have a current WWCC clearance on the date their Leave of Absence ends will not automatically reactivate until NESA receives and records a current WWCC clearance.

## 10. Voluntary Cancellation of Accreditation

This section applies to all accredited teachers in NSW who leave the teaching profession in NSW and do not intend to return to teaching in NSW in the future.

To apply to voluntarily cancel their accreditation, a teacher must complete the [form on the NESA website](#) and email the request for cancellation to [contactus@nesa.nsw.edu.au](mailto:contactus@nesa.nsw.edu.au).

NESA may refuse to cancel a teacher's accreditation under the following circumstances:

- where there are proceedings underway that may lead to the revocation or suspension of a teacher's accreditation; and/or
- their application is made after their accreditation timeframe has ended.

A teacher who has voluntarily cancelled their accreditation cannot be employed to teach in a NSW school/service. A teacher who has voluntarily cancelled their accreditation may apply to NESA for re-accreditation (see [Section 12](#)).

# 11. Revocation and Suspension of Accreditation

This section applies to all accredited teachers in NSW (including teachers with Non-practising accreditation and teachers on an approved Leave of Absence from accreditation) where grounds for revocation or suspension of their accreditation arise.

## 11.1. Revocation and suspension of teacher accreditation

A teacher's accreditation at any level may be revoked or suspended by NESAs, including accredited Non-practising teachers.

A teacher whose Provisional or Proficient Teacher accreditation is revoked or suspended does not revert to a prior level of accreditation. A teacher whose voluntary accreditation at HALT is revoked or suspended may retain Proficient Teacher accreditation.

A teacher whose accreditation is revoked or suspended is not eligible for employment as a teacher, and must not teach in a school/service (except in circumstances where a teacher's HALT accreditation is revoked or suspended, and they retain Proficient Teacher accreditation). A teacher who is required to be accredited may be suspended from employment as a teacher by their employer during any period in which the teacher's accreditation is suspended. A teacher may be terminated from employment by their employer if the teacher's accreditation is revoked.

## 11.2. Grounds for revocation

NESA may revoke the accreditation of a teacher where:

- NESAs is satisfied the teacher is a disqualified person within the meaning of the *Child Protection (Working with Children) Act 2012* (i.e. the teacher does not hold a current WWCC clearance for paid employment authorising them to engage in child-related work)
- the teacher is found guilty of an offence punishable by imprisonment of twelve months or more
- the teacher has been found guilty of an offence under the TA Act
- the teacher is found guilty more than once during the period of five years immediately before the revocation of any other type of offence that, in the opinion of NESAs, involves an act or conduct that is of a nature that would reflect adversely on a teacher's professional standing or integrity or suitability or competence to teach
- the teacher has been dismissed from employment as a teacher (whether on a permanent, temporary, part-time or casual basis) or has resigned from such employment before being dismissed, because of misconduct that, in NESAs's opinion, is of a nature that would reflect adversely on a teacher's professional standing, integrity, suitability or competence to teach
- the teacher has been included in the list of people maintained by the Secretary, NSW Department of Education<sup>1</sup> as a person who is not to be employed in the Teaching Service (the 'Not To Be Employed' list), because of misconduct that, in NESAs's opinion, is of a nature that would reflect adversely on a teacher's professional standing, integrity, suitability or competence to teach
- NESAs is satisfied the teacher has failed to comply with any condition to which the

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<sup>1</sup> Under the *Teaching Service Act 1980* S7(1)(e).

teacher's accreditation is subject

- NESAs are satisfied the teacher has failed to comply with any of the requirements of the professional teaching standards that apply to the teacher; and/or
- NESAs have made an assessment the teacher is not suitable to teach.

### 11.3. Grounds for suspension

NESA may suspend the accreditation of a teacher:

- on any of the grounds for which a teacher may have their accreditation revoked (see [Section 11.2](#))
- if disciplinary proceedings are pending in relation to alleged misconduct; or
- if proceedings against the teacher for an offence are pending and, were the teacher to be found guilty of the offence, there would be grounds for NESAs to revoke the teacher's accreditation.

A teacher's accreditation is not in force for any period during which it is suspended.

### 11.4. Notification of matters to NESAs

An employer of an accredited teacher who has, or is aware of, any information that is or may be relevant to any of the grounds for revocation or suspension of accreditation under the TA Act, must notify NESAs.

Relevant information includes information relating to:

- a teacher being found guilty of criminal charges punishable by imprisonment for 12 months or more
- a teacher being found guilty, more than once during a five-year period, of any type of offence that may involve an act or conduct that is of a nature that would reflect adversely on a teacher's professional standing or integrity or suitability or competence to teach and being dismissed for those offences; or
- disciplinary proceedings into teacher misconduct undertaken by an employer that are likely to impact on a revocation or suspension decision that NESAs may make in relation to the teacher's accreditation.

An employer who makes a 'relevant decision' in relation to a teacher must notify NESAs of the decision and provide NESAs with all information that is or may be relevant to the decision.

A 'relevant decision' in relation to a teacher's conduct is a decision:

- to commence disciplinary proceedings against a teacher in relation to alleged misconduct where disciplinary proceedings are those actions that cause the teacher to be suspended from employment or placed on alternate duties outside of a classroom environment on the basis of a serious risk to students or colleagues while an investigation occurs
- to accept the resignation of a teacher prior to taking final disciplinary action that could lead to the termination of the teacher's employment and was conduct likely to impact on the revocation of a teacher's accreditation
- to dismiss the teacher from employment as a teacher for any reason for which a teacher's accreditation may be revoked (see [Section 11.2](#)); or
- to include the teacher on the NSW Department of Education's 'Not To Be Employed'



list for misconduct, allegations of misconduct or unsatisfactory performance resulting in disciplinary action and was conduct likely to impact on the revocation of a teacher's accreditation.

A 'relevant decision' in relation to a teacher's performance is a decision:

- to dismiss or place employment conditions on a teacher because of the teacher's failure to demonstrate that their teaching practice continues to meet the applicable Standards
- to accept the resignation of a teacher prior to the substantial completion of a performance process and/or taking disciplinary action that could lead to the termination of the teacher's employment for failing to demonstrate that their teaching practice continues to meet the applicable Standards.

In most cases, a 'relevant decision' coincides with a decision by an employer to remove a teacher from their teaching position. This includes a decision about a teacher's failure to:

- demonstrate that their teaching practice continues to meet the Standards at any time during their maintenance period; and/or
- complete the maintenance of accreditation requirements by the end of their maintenance period, in line with [Section 5](#) or [Section 7](#), as applicable.

Matters related solely to a specific ethos of a school or early childhood employer are not considered grounds for revocation or suspension of accreditation under the TA Act and, therefore, do not require notification to NESAs.

Any other disciplinary or conduct decision or action undertaken by an employer that does not satisfy the definition of a 'relevant decision' does not require notification to NESAs.

Notification of a relevant matter must be made by email to [TAnotifications@nesa.nsw.edu.au](mailto:TAnotifications@nesa.nsw.edu.au).

NESA must be notified when a teacher has failed to meet a condition of accreditation.

## **11.5. Evidence to accompany notification to NESAs**

### **11.5.1. Matters relating to failure to maintain the teaching standards**

Where the matter relates to a teacher's failure to maintain their practice at the relevant level of the Standards, notifications must include, in line with [Section 5.3](#) or [Section 7.2.2](#), as applicable:

- reasons for the decision that the teacher fails to meet the Standards
- evidence of the teacher's failure to demonstrate that their teaching practice continues to meet the applicable Standards/Standard Descriptors at any time during their maintenance period
- evidence that the teacher has been given written notice and 28 days to respond to the principal's/service director's or employer's judgement that they have failed to maintain their practice at the Standards, including any response received from the teacher; and
- evidence that the teacher has been provided with appropriate and timely support and advice about maintaining practice at the Standards, in line with the employer's internal procedures for maintenance of accreditation.

All notifications must align with the employer's internal procedures in line with [Section 14.7](#).

### **11.5.2. Matters relating to misconduct**

Where the matter relates to misconduct that may result in revocation or suspension,

notifications must be accompanied by information relevant to the disciplinary proceedings and/or the termination of employment of a teacher. Relevant information may include, but is not limited to:

- full investigation report(s)
- formal correspondence between the employer and the teacher (e.g., a letter of termination, letter of allegations, letter of findings and response letters from a teacher or their representative(s) [if applicable])
- any primary evidence relied upon in an investigation (e.g., interview transcripts, copies of personal messages, images); and/or

All information shared with NESAs for the purposes of NESAs exercising its authority for making revocation and suspension of accreditation decisions is protected from public disclosure as there is an overriding public interest against its disclosure.<sup>2</sup>

## 11.6. Criteria for revocation and suspension of accreditation

NESA's criteria for making decisions about revocation and suspension of teachers' accreditation are guided by the principle that the safety, welfare and wellbeing of children or young persons are paramount.

When assessing a professional conduct matter, NESAs considers:

- the nature of the conduct
- the seriousness of the conduct
- the frequency of the conduct
- the recency of the conduct; and
- any other matter required to be taken into account by the professional teaching standards.

When assessing a matter in relation to failing to maintain accreditation, NESAs also considers evidence of the teacher's professional teaching practice in relation to the professional teaching standards.

## 11.7. Conditions on a teacher's accreditation

Conditions on a teacher's accreditation may be imposed, amended or removed by NESAs.

Examples of conditions include but are not limited to:

- successfully completing a relevant PD course
- undertaking a program or being provided with guidance to ensure the teacher's practice meets the Standards; and/or
- placing a specific time period on a teacher's suspension to enable them to address the issue(s) that led to their suspension.

## 11.8. Revoking or suspending a teacher's accreditation

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<sup>2</sup> Information relating to the disclosure of information held by NESAs is subject to the *Privacy and Personal Information Protection Act (NSW) (PPIP Act)* and the *Government Information (Public Access) Act 2009 (GIPA Act)*. The GIPA Act requires NESAs to publish a record of the information not released. This is published on the [NESAs website](#).

### **11.8.1. Revoking or suspending a teacher's accreditation under mutual recognition laws**

The NSW accreditation of a teacher may be revoked or suspended by NESA if their interstate or New Zealand registration to teach is cancelled, revoked or suspended.

Under clause 33 of the Schedule to the *Mutual Recognition Act 1992*, if a person's teacher registration in another State is cancelled, suspended, subject to a condition on disciplinary grounds, or as a result of or in anticipation of criminal, civil or disciplinary proceedings, then the person's teacher accreditation in NSW may be affected in the same way.

Similar provisions apply under clause 32 of the Schedule in the *Trans-Tasman Mutual Recognition Act 1997* in relation to New Zealand.

NESA may reinstate any cancelled or suspended registration or waive any such condition if appropriate, after considering the circumstances.

### **11.8.2. Revoking or suspending a teacher's accreditation for failing to have a WWCC clearance**

A teacher who does not hold a WWCC clearance for paid employment cannot continue to be accredited.

A teacher's accreditation will be suspended if:

- they fail to renew their clearance and provide updated details to NESA before their current WWCC expires (i.e. the teacher's WWCC clearance expires)
- the OCG cancels or closes a teacher's clearance; or
- the OCG places an interim bar on a teacher working in a child-related role.

A teacher's accreditation will be revoked if the OCG bars them from working in paid or volunteer roles with children.

## **11.9. Notice of intention to revoke or suspend a teacher's accreditation**

NESA must provide a teacher with 14 days' written notice<sup>3</sup> of an intention to revoke or suspend their accreditation. The notification includes the reasons for intending to revoke or suspend the teacher's accreditation and advice that the teacher may make a submission to NESA about the intention to revoke or suspend their accreditation within 14 days.<sup>4</sup>

The 14-day notice period does not apply in cases where a teacher's WWCC has expired, or been cancelled or closed by the OCG, or is subject to a bar or interim bar.

NESA also advises the OCG that the teacher has been provided with written notice of a decision to revoke or suspend their teacher accreditation and the date the teacher's revocation or suspension of accreditation takes effect.

## **11.10. Notice of revocation or suspension decisions**

After 14 days,<sup>5</sup> any responses or submissions made by the teacher, or their representative(s) are considered by NESA with reference to the criteria for revocation and suspension (see [Section 11.6](#)).

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<sup>3</sup> The 14-day written notice period includes school holidays and employer shutdown periods.

<sup>4</sup> Refer to footnote 3.

<sup>5</sup> Refer to footnote 3.

NESA informs the teacher of the final decision in writing, including:

- the reason(s) for the decision; and
- the teacher's options for requesting an internal review, if the decision is to revoke or suspend their accreditation.

In the case of a decision to suspend, a teacher is provided with advice that their suspension will be reviewed at least every three months.

### **11.11. Three-monthly reviews of suspension decisions**

NESA must review the suspension of a teacher's accreditation at least every three months. Teachers are responsible for providing NESA with any relevant information that may affect a decision about the suspension of their accreditation.

NESA must remove the suspension of a teacher's accreditation:

- a) if the suspension was imposed because of pending disciplinary proceedings and those proceedings have been finalised with no finding that the teacher has engaged in misconduct
- b) if the suspension was imposed because of pending proceedings for an offence and the teacher has been found not guilty of the offence or the proceedings have been withdrawn or dismissed; or
- c) if the suspension was imposed because of (a) or (b) above and the teacher has been found to have engaged in misconduct in the relevant disciplinary proceedings, or a finding of guilt for an offence has been made against the teacher in the relevant proceedings for an offence, but NESA has not taken action to revoke the accreditation of the teacher within a reasonable period having regard to the circumstances of the case.

A suspension may also be removed if the grounds on which the teacher's accreditation was suspended no longer apply. For example, the teacher:

- meets the condition(s) placed on their accreditation
- provides NESA with a current WWCC clearance for paid employment
- pays their outstanding fees
- completes their NESA Accredited PD requirements
- verifies that they have met the minimum PD maintenance requirements
- provides their Elective PD log.

A teacher whose suspension is removed is notified in writing of NESA's decision. The teacher's accreditation timeframe is adjusted accordingly and their prior accreditation status is returned.

#### **11.11.1. Decisions about revocation following suspension**

NESA may decide to revoke a teacher's accreditation following a decision to suspend their accreditation, where:

- the teacher has been found to have engaged in misconduct in the relevant disciplinary proceedings relating to the grounds for which their accreditation was suspended
- the teacher is found guilty of an offence in the relevant proceedings relating to the grounds for which their accreditation was suspended; or
- the teacher's accreditation has been suspended for twelve or more months for failure

to:

- provide NESAs with a current WWCC clearance
- pay their outstanding annual fee
- complete their NESA Accredited PD requirements
- verify that they have met the minimum PD maintenance requirements; or
- provide their Elective PD log.

A teacher may apply to NESA for an internal review of a decision to revoke or suspend their accreditation within 28 days of being notified.<sup>6</sup> Information on how to apply to NESA for an internal review is published on the NESA website.

After the internal review is finalised, the teacher may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.

## **11.12. Notifying relevant bodies about the revocation and suspension of NSW teachers**

NESA shares information about a teacher's accreditation status with other teacher regulatory authorities, schools, early childhood employers or the OCG.<sup>7</sup>

NESA may provide other teacher regulatory authorities with details of NSW teachers whose accreditation has been revoked or suspended. These details include the teacher's name, date of birth and the details of any decision by NESA to revoke or suspend their accreditation.

Employers must check the status of any teacher they currently employ or intend to employ in eTAMS.

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<sup>6</sup> Under the *Administrative Decisions Review Act 1997*, S53.

<sup>7</sup> Under the TA Act, S18(3).

## 12. Accreditation of Returning Teachers

This section applies to teachers who have previously been accredited to teach in NSW<sup>1</sup> who want to return to teaching.

### 12.1. Applying for re-accreditation

To apply for re-accreditation, a returning teacher must:

- pay the re-accreditation application fee when submitting the application
- pay any outstanding accreditation fees in full, if the application is successful, before they are re-accredited
- hold a current WWCC clearance for paid employment
- meet the qualification requirements for Provisional accreditation, for teachers applying for re-accreditation who were last accredited at Conditional; and
- provide any other information relevant to the status of their accreditation as applicable.

When assessing an application for re-accreditation, where applicable and subject to consent from the teacher, NESAs may contact a teacher's previous employer(s) for information to inform the re-accreditation decision, including in relation to their accreditation history, previous teaching experience or prospective employment opportunities.

### 12.2. Re-accreditation at Provisional after ceasing

A teacher who applies for re-accreditation after their Provisional or Conditional accreditation ceased may be re-accredited at Provisional<sup>2</sup> by NESAs if the teacher:

- has ongoing employment which began before the date their accreditation ceased and which could enable accreditation at Proficient Teacher; or
- provides written support from a principal/service director<sup>3</sup> agreeing to a new employment period, which starts within three months of the date the teacher's accreditation ceased and could enable accreditation at Proficient Teacher.

In all other cases, and where a teacher's accreditation has ceased more than once, applications for re-accreditation at Provisional after ceasing are assessed by a NESAs Re-accreditation Panel (the Panel) which makes a recommendation to NESAs.

#### 12.2.1. Panel assessment of applications for re-accreditation after ceasing

NESAs convenes the Panel as required to consider applications for re-accreditation after ceasing and to provide a recommendation about re-accreditation to NESAs.

The Panel makes its recommendation based on:

- the teacher's reasons for not achieving accreditation at Proficient Teacher by the end of their initial accreditation period (or re-accreditation period, as applicable)
- the actions taken by the teacher to address their identified reasons

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<sup>1</sup> This section also applies to teachers who taught in a NSW school before 1 October 2004 and teachers who taught in an early childhood service before 16 July 2016, and have never been accredited in NSW. Refer to Section 12.6.

<sup>2</sup> A teacher cannot be re-accredited at Conditional. A teacher whose Conditional accreditation ceased or was revoked must provide NESAs with evidence of the award of an accredited initial teacher education qualification when applying for re-accreditation at Provisional if they have not already done so.

<sup>3</sup> Written support must be from the current principal/service director of the relevant school/service.

- documentation from prospective employers in NSW indicating that the teacher has opportunities for employment as a teacher to enable them to meet the requirements for accreditation at Proficient Teacher
- the applicant's pattern of teaching employment during their initial accreditation period, as evidenced by a statement(s) of service or other appropriate documentation provided by the applicant; and
- any information about the teacher's initial accreditation period provided to the Panel by NESAs, which may include information NESAs has obtained from employing authorities.

The decision about re-accreditation after ceasing is made by NESAs after considering the Panel's recommendation.

### 12.2.2. Conditions on re-accreditation after ceasing

When NESAs decides to re-accredit a teacher at Provisional after ceasing, NESAs may place conditions on the teacher's re-accreditation. These conditions may be imposed, amended or removed by NESAs. Conditions may be imposed if NESAs is satisfied that a condition will enable a teacher to meet the accreditation requirements at Proficient Teacher.

### 12.2.3. Re-accreditation timeframe

Teachers who are re-accredited at Provisional after ceasing have two years from the date they are re-accredited to complete all requirements for accreditation at Proficient Teacher as set out in [Section 4](#).

Teachers may request an extension of the two-year re-accreditation period from NESAs in line with [Section 4.7.1](#).

## 12.3. Re-accreditation after revocation

A teacher whose accreditation was revoked by NESAs may apply for re-accreditation if:

- the grounds for revocation no longer apply (see [Section 12.3.1](#)); or
- their accreditation was revoked due to misconduct or failing to meet the applicable Standards (see [Section 12.3.2](#)).

Where a person applies for re-accreditation after the revocation of their Provisional, Conditional or Proficient Teacher accreditation,<sup>4</sup> NESAs may:

- accredit the person at Provisional (see [Section 12.3.1.b](#) and [12.3.2.b](#))
- accredit the person at Proficient Teacher or above, as applicable<sup>5</sup> (see [Section 12.3.1.a](#) and [12.3.2.a](#)); or
- refuse to accredit the person at any level (see [Section 12.5](#)).

Teachers who are not re-accredited at their previous level of accreditation may be provisionally accredited by NESAs and may then be eligible to apply for immediate accreditation at Proficient Teacher (see [Section 12.6](#)).

### 12.3.1. Re-accreditation after revocation where the grounds no longer apply

NESAs may re-accredit a teacher if the grounds for revocation no longer apply. For example, if a

<sup>4</sup> If a teacher is accredited at Highly Accomplished or Lead Teacher at the time that a decision to revoke their accreditation is made, their accreditation at Proficient Teacher is revoked which also serves to revoke their accreditation at the higher level.

<sup>5</sup> Teachers who were accredited at Highly Accomplished or Lead Teacher at the time of revocation may be re-accredited by NESAs at the higher level. Teachers in these cases may request to return at Proficient Teacher or their previous higher level of accreditation.



teacher had their accreditation revoked for:

- not having a current WWCC clearance
- having outstanding fees
- failing to complete their NESAs Accredited PD requirement
- failing to verify that they have met the minimum PD maintenance requirements; or
- failing to provide their Elective PD log.

#### **12.3.1.a. Re-accreditation at Proficient Teacher or above after revocation where the grounds no longer apply**

A teacher whose Proficient Teacher accreditation or above has been revoked by NESAs can apply for re-accreditation at the level of accreditation they held at the time of revocation, if:

- they have had five years or less away from teaching in NSW at the time of applying for accreditation after revocation; and
- their accreditation was revoked for failing to meet their PD requirements or conditions of accreditation.

Returning teachers who are re-accredited at Proficient, Highly Accomplished or Lead Teacher by NESAs following revocation will have their previous maintenance of accreditation timeframe reinstated and extended by the length of the period where they were not accredited.

#### **12.3.1.b. Re-accreditation at Provisional after revocation where the grounds no longer apply**

A teacher who applies for re-accreditation after revocation will be re-accredited at Provisional if the teacher was previously accredited at:

- Provisional or Conditional;<sup>6</sup> or
- Proficient Teacher or above and has had more than five years away from teaching in NSW at the time of applying for re-accreditation.

Teachers re-accredited at Provisional after revocation under this section may be eligible to apply for immediate accreditation at Proficient Teacher.

#### **12.3.2. Re-accreditation after revocation for misconduct, unsuitability or failing to meet the applicable Standards**

Where a teacher is applying for re-accreditation after revocation for misconduct, because they were determined to be unsuitable, or for failing to meet the applicable Standards, their application will be considered by the Panel.

The Panel assesses a teacher's application for re-accreditation and makes a recommendation to NESAs considering:

- the reason(s) for the revocation of the teacher's accreditation and the nature of the circumstances relating to the reason(s)
- the length of time away from teaching
- information provided by the teacher in their application or at the request of NESAs; and
- information provided by employing authorities.

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<sup>6</sup> A teacher cannot be re-accredited at Conditional. A teacher whose Conditional accreditation was revoked must provide NESAs with evidence of the award of an accredited initial teacher education qualification when applying for re-accreditation at Provisional if they have not already done so.



NESA will decide if a teacher can be accredited at any level or to refuse to accredit the teacher, taking into account the Panel's recommendation.

#### **12.3.2.a. Re-accreditation at Proficient Teacher after revocation for misconduct**

Returning teachers who are re-accredited at Proficient Teacher by NESA following revocation for misconduct will have their previous maintenance of accreditation timeframe reinstated and extended by the length of the period where they were not accredited.

#### **12.3.2.b. Re-accreditation at Provisional after revocation for misconduct or failing to meet the applicable Standards**

Teachers re-accredited at Provisional after revocation are given either the balance of their previous accreditation timeframe or up to two years to gain accreditation at Proficient Teacher.

Teachers are advised of their maximum accreditation timeframe in the notice to the teacher of the outcome of their application for re-accreditation.

NESA determines the re-accreditation period by considering:

- the length of time away from teaching
- the nature of any employment the teacher had during their period away from teaching; and
- the number of days the teacher taught prior to the revocation of their accreditation (for teachers whose Provisional or Conditional Accreditation was revoked).

#### **12.3.2.c. Conditions on re-accreditation after revocation for misconduct or failing to meet the applicable Standards**

When NESA decides to re-accredit a teacher after revocation, NESA may place conditions on the teacher's re-accreditation, depending on the grounds on which the teacher's accreditation was revoked.

Conditions on a teacher's re-accreditation at any level after revocation may be imposed, amended or removed by NESA. Conditions may be imposed if NESA is satisfied that a condition will enable a teacher to meet the relevant accreditation requirements.

These conditions are included in the notice to the teacher of the outcome of their application for re-accreditation. This notice also includes advice about the eligibility for a teacher re-accredited at Provisional to apply for immediate accreditation at Proficient Teacher (see [Section 12.6](#)).

### **12.4. Re-accreditation after voluntary cancellation**

Where a person who voluntarily cancelled their accreditation applies for re-accreditation, NESA may:

- accredit the person at Proficient Teacher or above, as applicable (see [Section 12.4.1](#))<sup>7</sup>
- accredit the person at Provisional (see [Section 12.4.2](#)); or
- refuse to accredit the person at any level (see [Section 12.5](#)).

Teachers who are not re-accredited at their previous level of accreditation may be provisionally accredited by NESA and may then be eligible to apply for immediate accreditation at Proficient Teacher (see [Section 12.6](#)).

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<sup>7</sup> Teachers who were accredited at Highly Accomplished or Lead Teacher at the time of voluntary cancellation may be accredited by NESA at the higher level. Teachers in these cases may request to return at Proficient Teacher or at their previous higher level of accreditation.

### **12.4.1. Re-accreditation at Proficient Teacher or above after voluntary cancellation**

A teacher who applies for re-accreditation after the voluntary cancellation of their Proficient, Highly Accomplished or Lead Teacher accreditation may be accredited by NESA at the level of accreditation that was cancelled if they:

- voluntarily cancelled their accreditation before their maintenance period end date; and
- have had five years or less away from teaching in NSW at the time of applying for re-accreditation.

Returning teachers who are re-accredited at Proficient, Highly Accomplished or Lead Teacher following voluntary cancellation will have their previous maintenance of accreditation reinstated and extended by the length of the period where they were not accredited.

### **12.4.2. Re-accreditation at Provisional after voluntary cancellation**

Where a teacher returning after voluntary cancellation is not accredited by NESA at their previous level of accreditation in line with [Section 12.4.1](#), or if they were previously provisionally accredited, they may be re-accredited at Provisional.

The accreditation timeframe for teachers who are re-accredited at Provisional after voluntary cancellation of their Proficient Teacher accreditation is up to two years.

The accreditation timeframe for teachers who are re-accredited at Provisional after the voluntary cancellation of their Provisional or Conditional accreditation is either the remainder of their original timeframe immediately before the voluntary cancellation or two years, whichever is greater.

A teacher who voluntarily cancelled their Conditional accreditation can apply to NESA for accreditation at Provisional only if they meet the requirements for accreditation at Provisional (see [Section 2.1](#)) before they apply.<sup>8</sup>

## **12.5. Refusal to re-accredit after ceasing, revocation or voluntary cancellation**

NESA will refuse to re-accredit a person at any level after ceasing, revocation or voluntary cancellation if they do not meet the requirements for accreditation.<sup>9</sup>

A teacher may apply to NESA for an internal review of a decision to refuse their re-accreditation within 28 days of being notified.<sup>10</sup> Information on how to apply to NESA for an internal review is published on the NESA website.

After the internal review is finalised, the teacher may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.

## **12.6. Immediate accreditation at Proficient Teacher**

Returning teachers are eligible to apply to NESA for immediate accreditation at Proficient Teacher if they:

- are re-accredited at Provisional after revocation for not meeting the condition(s) of their accreditation and have been away from teaching for more than five years (see

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<sup>8</sup> A person whose Conditional accreditation was voluntarily cancelled must provide NESA with an official academic transcript showing completion of their initial teacher education qualification when applying for accreditation at Provisional, if they have not already done so.

<sup>9</sup> In line with the TA Act, S32 (2), 33 (2) (b) and 40 (b).

<sup>10</sup> Under the *Administrative Decisions Review Act 1997*, S53.

### Section 12.3.1.b)

- are re-accredited at Provisional after revocation and NESAs has determined they are eligible to apply for immediate accreditation, considering the Panel's recommendation (see Section 12.3.2)
- are re-accredited at Provisional after voluntary cancellation before the end of their maintenance period and have been away from teaching for more than five years (see Section 12.4.2)
- taught in a NSW school before 1 October 2004 and have been away from teaching for more than five years;<sup>11</sup> or
- taught in a NSW early childhood service before 16 July 2016 and have been away from teaching more than five years.<sup>12</sup>

Eligible returning teachers may apply to NESAs for immediate accreditation at Proficient Teacher level at any time after they are provisionally accredited and before the end of their maximum accreditation timeframe.

Eligible returning teachers who were accredited at Highly Accomplished or Lead Teacher at the time of revocation or voluntary cancellation can only be immediately accredited at Proficient Teacher.

There is no minimum timeframe for immediate accreditation at Proficient Teacher.

Returning teachers who are re-accredited at Provisional after the revocation or voluntary cancellation of their Proficient Teacher accreditation are not eligible to apply to NESAs for immediate accreditation at Proficient Teacher if their accreditation was:

- revoked for failure to maintain their accreditation;<sup>13</sup> or
- cancelled after the end of their maintenance of accreditation timeframe.

### 12.6.1. Applying for immediate accreditation

To apply for immediate accreditation at Proficient Teacher, an eligible teacher must apply in their NESAs online account (eTAMS) and provide any relevant supporting documentation if required.

### 12.6.2. Recommendations about immediate accreditation

Recommendations about immediate accreditation at Proficient Teacher are made by a teacher's current principal/service director. The principal/service director must make a recommendation about the teacher's accreditation, in the principal's/service director's NESAs online account (eTAMS), within 28 days of the teacher submitting their application.

The principal/service director must consider the following when making a recommendation about immediate accreditation at Proficient Teacher for a returning teacher:

- whether the teacher's current practice meets the Standards for Proficient Teacher as observed through a range of professional activities

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<sup>11</sup> Returning teachers who have never been accredited in NSW and/or do not meet the current teacher qualification requirements may be accredited at Proficient Teacher directly if: (i) NESAs receives written confirmation from a NSW teacher employer that the applicant was employed as a teacher in a NSW school before 1 October 2004 or in an early childhood service before 16 July 2016 and met the teaching qualification/training requirements at that time; and (ii) the applicant has not had their accreditation suspended or revoked, or been dismissed due to misconduct or performance issues. The requirement to be provisionally accredited and have a recommendation made by a principal/service director does not apply to eligible teachers in this situation. Information on the process for returning teachers in this situation is published on NESAs's website.

<sup>12</sup> Refer to footnote 11.

<sup>13</sup> Under the TA Act, S24 (1) (g).

- the teacher's previous level of accreditation
- the length of time away from teaching
- the length of employment as a teacher before their absence
- the nature of any employment undertaken during their absence from teaching in NSW, including employment as a teacher
- any relevant further tertiary study completed during their absence; and
- other appropriate professional or personal circumstances.

The principal/service director may:

- recommend that NESAs immediately accredit the teacher at Proficient Teacher (see [Section 12.6.4](#))
- recommend that NESAs does not immediately accredit the teacher at Proficient Teacher (see [Section 12.6.2.a](#)); or
- record that they are unable to make a recommendation about immediate accreditation at Proficient Teacher (see [Section 12.6.2.b](#)).

#### **12.6.2.a. Recommendation to not immediately accredit at teacher**

A principal/service director can only recommend not to immediately accredit a teacher at Proficient Teacher if:

- the principal/service director has provided the teacher and employer with 28 days' written notice of the intention to recommend against accreditation. The written notice must:
  - include the specific reasons for the recommendation and the Standard Descriptors that the teacher has failed to demonstrate; and
  - advise the teacher of their right to respond to the notice within 28 days<sup>14</sup>; and
- the teacher is unable to meet the Standards for Proficient Teacher.

#### **12.6.2.b. Unable to make a recommendation about immediate accreditation**

If a principal/service director is not able to make a recommendation about immediate accreditation for a teacher, they must include the reasons when recording that they are unable to make a recommendation.

A principal/service director can only record that they are unable to make a recommendation if:

- the teacher has not worked in the school/service for long enough to allow the principal/service director to confidently make a judgement about the teacher's practice; and/or
- information provided by the teacher's previous school/service (where applicable and subject to consent from the teacher) has not assisted the principal/service director in making a valid and reliable judgement.

#### **12.6.3. Immediate accreditation decisions by NESAs**

Proficient Teacher accreditation decisions are made by NESAs within 28 days of the date of the principal's/service director's recommendation and are based on the:

- principal/service director recommendation; and

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<sup>14</sup> In these cases, the principal/service director has 28 days from the date the teacher responds (or from the end of the notice period if the teacher does not respond) to submit their recommendation to NESAs.

- supporting documents submitted by the teacher.<sup>15</sup>

NESA can decide that a teacher:

- meets all requirements for accreditation and accredit the teacher Proficient Teacher (see [Section 12.6.4](#)); or
- does not meet all requirements for accreditation and refuse to accredit the teacher at Proficient Teacher (see [Section 12.6.5](#)).

#### **12.6.4. Decision to immediately accredit at Proficient Teacher**

Where NESA decides to immediately accredit a returning teacher at Proficient Teacher, NESA will record the decision in the teacher's NESA online account (eTAMS), notifying the teacher of the decision.

The teacher will start a new maintenance period on the day the accreditation decision is recorded in their NESA online account (eTAMS).

#### **12.6.5. Refusal to immediately accredit at Proficient Teacher**

If NESA decides to not accredit the teacher at Proficient Teacher, NESA will record the decision in the teacher's NESA online account (eTAMS) and advise the teacher in writing of the decision and reasons.

A teacher may apply to NESA for an internal review of a decision to not accredit them at Proficient Teacher within 28 days of being notified.<sup>16</sup> Information on how to apply to NESA for an internal review is published on the NESA website.

After the internal review is finalised, the teacher may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.

Provisionally accredited teachers who are not immediately accredited at Proficient Teacher must work towards accreditation at Proficient Teacher in line with the requirements in [Section 4](#).

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<sup>15</sup> Documentary evidence of practice and a report on an observation of the teacher's practice are not required by NESA for immediate accreditation at Proficient Teacher.

<sup>16</sup> Under the *Administrative Decisions Review Act 1997*, S53.

## 13. Suitability to Teach

This section applies to all applicants for accreditation and all accredited teachers in NSW for whom NESAs are required to conduct a suitability to teach assessment.

NESA may conduct a suitability assessment at the initial point of accreditation or re-accreditation and may reassess an accredited teacher's suitability to teach if NESA is notified of a matter concerning the teacher's conduct by an employer, former employer or other agency or person.

### 13.1. Principles of teacher suitability

NESA is responsible for assessing whether members of the teaching profession in NSW are suitable to teach.

Teachers in NSW must maintain integrity and good professional standing in their conduct and reflect the standards that the community expects of teachers as representatives of the profession. Teachers are expected to conduct themselves with professionalism when working with students, children and other members of the education community, including other teachers and education sector staff, parents, and guardians.

Decisions made by NESA in determining a person's suitability are based on factual or medical findings in relation to a person's conduct or health according to NESA's criteria for assessing teacher suitability (see [Section 13.5](#)).

### 13.2. Assessing teacher suitability

NESA may conduct an assessment of suitability to teach when a person applies for initial accreditation or re-accreditation, or as required (in line with [Section 13.3](#)).

Applicants for initial accreditation or re-accreditation must declare any conduct, behaviour or criminal history that is likely to impact on their suitability to teach. Based on this declaration, NESA may request that an applicant provide additional information about:

- their criminal history
- the status of their accreditation or registration to teach in any other jurisdiction, including any conduct matters or refusals to register or accredit the applicant
- any material findings of fact made in a court or tribunal in the course of a criminal or civil matter
- their medical history that may impact on their suitability to teach
- any disciplinary matters relating to misconduct of the kind that may result in revocation or suspension that occurred in previous or current employment; and
- any other information that NESA reasonably requires to assess their suitability to teach.

Applicants for teacher accreditation in NSW must provide informed consent as part of their accreditation application allowing NESA to request an applicant's criminal history through the National Police Checking Service. Any relevant information obtained through this process may be used to assess an applicant's suitability to teach.

#### 13.2.1. Applicants for accreditation who have resided overseas

A person who is applying for accreditation to teach in NSW who has been a resident of a

country other than Australia for 12 consecutive months or more in the past five years may be required to provide an International Police Check or national police check from the country of that residence as part of their application.

In circumstances where NESAs is satisfied that it is not possible to obtain a relevant overseas criminal history check, an applicant may be required to provide NESAs with a statutory declaration setting out their criminal or disciplinary history in the relevant jurisdiction(s) and attesting to their suitability to teach as part of their application.

### **13.3. Ongoing suitability to teach**

NESA has several reporting mechanisms where employers or other agencies may notify NESAs when a teacher is subject to:

- criminal charges or convictions
- disciplinary actions undertaken by employers following allegations or findings of misconduct that may result in revocation or suspension
- other conduct or behavioural matters that may result in revocation or suspension; and/or
- changes to the status of a teacher's WWCC clearance.

NESA may conduct an assessment of an accredited teacher's suitability to teach if:

- a person makes a complaint to NESAs about the teacher that relates to the principles of teacher suitability set out in [Section 13.1](#)
- the teacher is the subject of disciplinary proceedings being undertaken by a school/service relating to misconduct of the kind that may result in revocation or suspension
- the teacher is the subject of criminal proceedings that, in NESAs's opinion, relate to an act or conduct that reflects adversely on a teacher's professional standing or integrity or their suitability or competence to teach; and/or
- there are, or may be, grounds for revoking the teacher's accreditation.

When assessing a teacher's suitability, NESAs may request, in writing, that the teacher provide additional information under any of the categories at [Section 13.2](#).

### **13.4. Decisions about unsuitability to teach**

NESA may, after carrying out an assessment, decide an individual is not suitable for teaching if:

- considering their criminal and disciplinary history, the individual is not in NESAs's opinion a suitable person to teach; or
- they fail to meet a standard in the professional teaching standards in relation their suitability to teach; or
- in NESAs's opinion, the individual is for another reason
  - not a fit and proper person to teach; or
  - unable to teach competently.

Where NESAs determines that an applicant for initial accreditation or re-accreditation is unsuitable, NESAs will:

- refuse to accredit/re-accredit the applicant



- record the decision to refuse the applicant's accreditation/re-accreditation in their NESA online account (eTAMS); and
- notify the applicant of the decision in writing.

Where NESA determines that an accredited teacher is unsuitable to teach, NESA may:

- suspend the teacher's accreditation and impose conditions on the teacher's accreditation, as considered appropriate by NESA in the circumstances; or
- revoke or suspend the teacher's accreditation, in line with [Section 11](#).

An individual may apply to NESA for an internal review of a revocation, suspension, or refusal to accredit decision based on an assessment that they are unsuitable to teach.<sup>1</sup> Information on how to apply to NESA for an internal review is published on the NESA website.

After the internal review is finalised, they may apply to have the decision reviewed by the NSW Civil and Administrative Tribunal.

### **13.4.1. Disputing the content of a criminal history check**

If a person believes there is incorrect information in their criminal history check they may follow the dispute process outlined in the [Appendix](#).

It is the responsibility of an applicant for accreditation or an accredited teacher to notify NESA if an amendment or correction has been made to their criminal history.

## **13.5. Criteria for assessing teacher suitability**

### **13.5.1. Conduct and behaviour**

NESA's criteria for assessing teacher suitability are guided by the principle that the safety, welfare and wellbeing of children or young persons are paramount.

When assessing suitability to teach, NESA considers the:

- nature of the conduct or behaviour
- seriousness of the conduct or behaviour
- frequency of the conduct or behaviour; and
- recency of the conduct or behaviour.

### **13.5.2. Medical assessments**

NESA may assess whether a person's medical condition or impairment seriously adversely impacts, or is likely to seriously adversely impact, on their ability to uphold the requirements of professional teaching practice.

NESA may, by written notice, require a person (within a reasonable timeframe) to undergo a health assessment at a reasonable place. This requirement may occur following relevant disclosures made in an application for accreditation or following a relevant notification to NESA related to a teacher's medical suitability to teach.

In carrying out an assessment of suitability on whether a person's medical condition seriously adversely impacts on their suitability to teach NESA considers:

- the medical advice and professional opinion of a health professional or health

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<sup>1</sup> Under the *Administrative Decisions Review Act 1997*, S53.



professionals

- the principle that the safety, welfare and wellbeing of children or young persons is paramount
- whether a person's medical condition impacts on their ability to comply with the Standards
- whether the person is seeking and/or receiving treatment and whether the treatment impacts on their ability to practise as a teacher
- whether the medical condition has adversely impacted on the person's employment as a teacher in the past; and
- whether suitable conditions may be placed on a person's teacher accreditation to address any impacts on their suitability to teach.

### **13.6. Privacy and Data Information**

Information obtained through the National Police Checking Service is used for the sole purpose of assessing a person's/teacher's suitability to teach and is securely disposed of in line with the requirements of the Australian Criminal Intelligence Commission. Additional information about NESA's storage and use of police information is provided in the [Appendix](#).

# 14. Roles and Responsibilities

## 14.1. Teachers

All teachers are responsible for:

- maintaining current contact and employment details in their NESA online account, including while on a Leave of Absence or while accredited as a Non-practising teacher
- meeting the conditions of accreditation set out in [Section 1](#)
- understanding and completing all requirements for accreditation, re-accreditation or maintenance of accreditation within the applicable timeframe, including where their accreditation is voluntary
- identifying their PD needs and planning their learning throughout their maintenance period (for teachers maintaining accreditation at Proficient Teacher or above)
- providing any relevant information to NESA if requested, within the specified timeframe, including in relation to an audit of Elective PD or if NESA is required to conduct a suitability to teach assessment.

Teachers are not permitted to:

- provide any false or misleading information to NESA in an application for accreditation at any level
- make any representation that they are accredited at any accreditation level unless they are accredited at that level
- teach in a NSW school or service unless they are accredited.

## 14.2. Accreditation Supervisors

The role of the Accreditation Supervisor is to support Provisional and Conditional teachers to develop their practice, complete the requirements for and gain accreditation at Proficient Teacher.

Accreditation Supervisors are responsible for:

- providing teachers with adequate supervision, advice, ongoing feedback and support during their accreditation period
- informing the teacher of any Standard Descriptors they have not met, if applicable, and providing the teacher with advice on how to address them
- supporting teachers to finalise their accreditation at Proficient Teacher in line with the requirements set out in [Section 4.4](#), including:
  - determining when a valid and reliable judgement can be made
  - providing a report on an observation of the teacher's practice
  - assisting the teacher to select and annotate evidence
  - confirming that the teacher's annotated documentary evidence addresses the identified Standard Descriptors
- advising the teacher and the principal/service director in writing of any issue(s) with a teacher's practice that may impact on the Proficient Teacher accreditation recommendation within 28 days of either becoming aware of the issue, or the teacher initiating the discussion about finalising their accreditation, as applicable

- completing the declaration for accreditation in their NESA online account (eTAMS) in line with [Section 4.4.4](#).

### **14.3. Referees**

Referees nominated by an applicant for HALT are responsible for:

- providing NESA with verbal evaluative comments about a HALT applicant's practice against the Standard Descriptors nominated by the applicant
- verifying the practice described in a HALT applicant's documentary evidence for the nominated Standard Descriptors
- commenting on the impact of a HALT applicant's Lead Teacher Initiative on the knowledge, practice or engagement of their colleagues (if acting as a referee for a Lead Teacher applicant).

Referees nominated by a HALT who is finalising their maintenance of accreditation are responsible for:

- attesting to their currency of knowledge and depth of the HALTs practice throughout their maintenance period.

### **14.4. HALT Assessors**

HALT Assessors are responsible for:

- completing NESA's Assessor Training Program and refresher training as required
- completing control sample assessments as required
- assessing evidence modules when allocated to them by NESA. This includes contacting referees and contributing to the completion of the HALT Module Report for each module they assess to provide feedback to applicants on their evidence, in line with [Section 6.2.2.d](#)
- fulfilling their responsibilities regarding confidentiality, conflicts of interest and all relevant commitments, in line with [Section 6.4](#).

### **14.5. External Assessors**

External Assessors are responsible for:

- completing NESA's Assessor Training Program, including training on conducting Site Visits, and refresher training as required
- conducting Site Visits, as appointed by NESA, in line with [Section 6.2.3](#)
- fulfilling their responsibilities regarding confidentiality, conflicts of interest and all relevant commitments, in line with [Section 6.4](#).

### **14.6. Principals/service directors**

Principals and service directors are responsible for:

- ensuring that anyone employed to teach in their school/service holds active accreditation with NESA
- adhering to their employer's internal procedures for implementing NESA's requirements for teacher accreditation

- informing the employer of any issues with a teacher's practice that may impact on the accreditation recommendation/attestation<sup>1</sup> as and when they arise, and providing the relevant support to the teacher who is at risk of not meeting the Standards
- making recommendations to NESA about teachers' accreditation at Proficient Teacher, in line with [Section 4.5](#)
- discussing a teacher's intention and verifying their eligibility to apply for HALT accreditation, in line with [Section 6.1](#)
- creating a supportive environment for teachers applying for HALT accreditation
- accommodating Site Visits for HALT applicants and participating in a 30-minute structured interview, in line with [Section 6.2.3](#)
- confirming whether a HALT's ongoing performance is satisfactory, attesting that the content of their Maintenance of Accreditation Report accurately reflects their practice and acting as a referee, in line with [Section 7.2](#)
- providing any information to NESA if requested, within the specified timeframe, including, but not limited to, in the event of an audit or in relation to any judgement about a teacher's practice
- providing any information about a teacher's practice to another principal/service director if requested, within 14 days.

Principals who are not accredited at Proficient Teacher or above must appoint a delegate who is an employee in the school who is accredited at Proficient Teacher or above to make recommendations (for gaining accreditation at Proficient Teacher), attestations (for maintenance of accreditation at HALT) and to fulfil the responsibilities of the principal under the TA Manual in relation to HALT,<sup>2</sup> in line with their employer's procedure. The delegate must not be an external third party.

In cases where the principal/service director is also the employer, [Section 14.6](#) and [Section 14.7](#) both apply.

## 14.7. Employers

Employers are responsible for ensuring that any individual they employ as a teacher is actively accredited to teach in NSW.

Employers must have internal procedures for implementing NESAs requirements for teacher accreditation in their schools/services for gaining Proficient Teacher and maintaining Proficient Teacher and HALT, and must provide all teachers with a copy/access to all relevant procedures.

An employer's internal procedures must include processes to ensure that:

- any teacher responsible for making attestations<sup>3</sup> and/or recommendations about teacher accreditation is accredited at Proficient Teacher or above<sup>4</sup>
- Provisional and Conditional teachers are allocated an appropriate Accreditation Supervisor and are adequately supervised throughout their accreditation period
- all Provisional and Conditional teachers employed on a casual, part-time or full-time basis are provided with ongoing support and feedback about their practice in relation

<sup>1</sup> The requirement for principals/service directors to attest applies to HALT accreditation only.

<sup>2</sup> With the exception of creating a supportive environment for teachers applying for HALT accreditation.

<sup>3</sup> The requirement to make attestations applies to HALT accreditation only.

<sup>4</sup> Where a principal is not accredited at Proficient Teacher or above, they must appoint a delegate employed in the school who is accredited at Proficient Teacher or above to carry out the relevant duties related to making attestations and recommendations to NESAs, in line with their employer's procedure.

to the Standards for Proficient Teacher at intervals appropriate to the length of their employment

- timely feedback is provided to all teachers about their demonstration of practice at the Standards, including where teachers are at risk of not meeting the requirements for accreditation by the end of the relevant timeframe
- issues related to a teacher's practice not meeting the applicable Standards are addressed as and when they arise, including at any point during a maintenance period for teachers maintaining accreditation at Proficient Teacher or HALT
- any concerns relating to teachers' ongoing professional practice are addressed through appropriate support
- teachers are notified of any issues with their practice and given 28 days to respond and address those issues before a principal/service director attests<sup>5</sup> and/or recommends that a teacher's practice does not meet the relevant Standards
- teachers who are at risk of not meeting the relevant Standards are advised of the employer's obligation to notify NESA where grounds for suspension and revocation are determined
- NESA is notified where there are grounds for suspension/revocation of a teacher's accreditation as outlined in [Section 11](#)
- conflicts of interest relating to teacher accreditation are managed
- complaints and grievances about teacher accreditation processes are managed
- records related to matters concerning teachers' accreditation are maintained.

## 14.8. NESA

NESA oversees the system of accreditation and recognition of teachers' professional capacity against the Standards, which includes the requirements and processes for achieving and maintaining accreditation at all levels.

NESA may prescribe particular Standard Descriptors to be addressed in teachers' documentary evidence and/or observation of practice from time-to-time, on the basis of factors including but not limited to the outcome of a NESA Thematic Review.

NESA is responsible for:

- publishing rules, procedures and guidelines in relation to meeting the professional teaching standards at all levels of the Standards, and the application of these across schools/services to support the consistent and fair application of the Standards for all teachers
- making accreditation decisions and placing any conditions on a teacher's accreditation for all teachers in NSW and recording the decision in the teacher's NESA online account (eTAMS) within the specified timeframe
- convening panels, as and when required, to review applications for re-accreditation and make a recommendation to NESA about a teacher's re-accreditation, including any conditions
- conducting internal reviews of accreditation decisions, as requested, in line with relevant legislation and information published on the NESA website

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<sup>5</sup> The requirement for principals/service directors to attest applies to HALT accreditation only.

- retaining all relevant records in relation to teacher accreditation decisions
- maintaining the NSW Public Register of Teachers
- conducting suitability to teach assessments, as and when required, in line with [Section 13](#)
- providing resources, materials and information to support teachers' understanding of the Standards and accreditation requirements at all levels, including delivering all courses and training that are listed as mandatory in the TA Manual
- supporting teachers in small or single-teacher schools/services to complete a requirement(s) for accreditation, as and when required
- supporting valid and reliable HALT accreditation decisions by:
  - delivering mandatory training to HALT Assessors and External Assessors
  - seeking nominees to participate in the training, as necessary
  - allocating trained HALT Assessors and External Assessors, as and when required, to assess HALT applications, conduct Site Visits and support internal reviews of HALT accreditation decisions
  - requesting that applicants revise and resubmit specified documentary evidence after the assessment of their third module for any Standard Descriptor(s) not successfully demonstrated in any previous module, where applicable
- providing an annual report to the NESA Board on HALT accreditation matters and decisions
- reviewing the implementation and impact of teacher accreditation requirements and processes
- conducting random and risk-based audits of the following for quality assurance and compliance purposes:
  - recommendations and attestations about teacher accreditation
  - teachers' Elective PD logs; and
  - employers' internal procedures for implementing NESA's requirements for accreditation and associated records (as set out in [Section 14.7](#)).

# Appendix

## NESA's management of personal and police information

This Appendix outlines how personal and police information is collected, stored, managed and disposed of by NESA for the purposes of conducting suitability to teach assessments for applicants for accreditation and accredited teachers.

This Appendix should be read in conjunction with:

- *Education Standards Authority Act 2013 (NSW)*
- *Teacher Accreditation Act 2004 (NSW)*
- *Australian Crime Commission Act 2002 (Cth) (ACC Act)*
- *Privacy and Personal Information Protection Act 1998 (NSW) (PIIP Act)*
- *Privacy Act 1988 (Cth) (Privacy Act)*

When assessing suitability to teach, NESA may check an applicant's/teacher's criminal history. To conduct a nationally coordinated criminal history check (NCCHC) via the National Police Checking Service (NPCS), NESA must be accredited by the Australian Criminal Intelligence Commission (ACIC). NESA must comply with ACIC privacy and security requirements when handling personal and sensitive information as well as adhering to NESA's existing ICT security policies and [Privacy Management Plan](#).

Information sharing between NESA and ACIC is governed by an Agreement for controlled access by duly Accredited Bodies to nationally coordinated criminal history checks under the *Privacy Act, 1988 (Cth)* and the *Australian Crime Commission Act, 2002 (Cth)*.

## Types of information collected

### Demographic data

NESA collects personal information about applicants for teacher accreditation, such as an applicant's name, address, gender, date of birth, place of birth, residential history and relevant identification documents.

### Informed consent

NESA collects Informed Consent from applicants for the purpose of conducting a nationally coordinated criminal history check during the initial accreditation or re-accreditation application process or as required, in line with [Section 13.2](#) of the TA Manual.

### Information gathered for the purposes of this service

Information that relates to an applicant's current or previous application for a nationally coordinated criminal history check may be gathered for the purposes of the NPCS and is stored in accordance with ACIC's retention and disposal of personal and police information requirements.

Sensitive information may be gathered for the purposes of the NPCS (as defined by the [Office of the Australian Information Commissioner](#)) if there is a request from a police agency for further information.



# Glossary

Term	Definition
Accreditation Supervisor	A teacher accredited at Proficient Teacher (or above) who has been allocated in line with the school/service's internal procedures to fulfil the roles and responsibilities described in Section 14.2.
ACECQA	Australian Children's Education and Care Quality Authority
ACECQA approved qualification	A qualification assessed to be approved or recognised by ACECQA.
active accreditation	Accreditation at Provisional, Conditional, Proficient, Highly Accomplished or Lead Teacher where the teacher is not accredited as a Non-practising teacher or on an approved Leave of Absence or their accreditation is not currently suspended.
annotation (of documentary evidence)	A written description by a teacher that explains how an item/set of their evidence relates to the two to four Standard Descriptors identified, and how the teacher has successfully integrated the identified Standard Descriptors in their teaching practice.
applicant	An applicant for teacher accreditation in NSW. HALT applicant – A Proficient Teacher who has started an application for accreditation at either Highly Accomplished or Lead Teacher.
assessor	The collective term used to refer to HALT Assessors and External Assessors. See also 'HALT Assessor' and 'External Assessor'.
Assessor Training Program	Mandatory training delivered by NESA for HALT Assessors, External Assessors and NESA officers responsible for making judgements and decisions about HALT accreditation.
authentication (of documentary evidence)	Confirmation by a teacher's colleague, who is accredited at Proficient Teacher or above, that the documentary evidence is the teacher's own work. Authentication is not confirmation of whether the documentary evidence meets the Standards.
bar (WWCC)	A bar placed on a person's WWCC clearance by the OCG. A person cannot work in child-related employment while there is a bar on their WWCC.
cancellation (of accreditation)	See 'voluntary cancellation'.
cancelled WWCC	The cancellation of a person's WWCC clearance by the OCG. A person cannot work in child-related employment if their WWCC is cancelled.
casual teacher	A teacher who is employed on a casual basis, according to the terms of their employment.
ceasing (to be accredited)	The cessation of a teacher's provisional or conditional accreditation, in line with the TA Act (Section 30(5) or 31(4)). Teachers who cease to be accredited are not eligible for employment as a teacher in a NSW school/service unless they are re-accredited by NESA.
closed WWCC	The closure of a person's WWCC clearance application by the OCG. A person cannot work in child-related employment if their WWCC is closed.
colleague	A teacher accredited at any level (unless otherwise stated) who works with the teacher.
Conditional accreditation	NESA may conditionally accredit a person (in line with the TA Act, Section 31) if: - they hold a degree in an area that, in the opinion of NESA, is relevant to the area in which the person is or is to be employed to teach, and produces evidence of an offer of employment as a teacher; or - NESA is satisfied that the person has completed a substantial part of an accredited initial teacher education program.
days	All references to a number of days in the TA Manual excludes school holidays and employer shutdown periods (as applicable) except where NESA issues 14 days' written notice of an intention to revoke or suspend a teacher's accreditation (which includes school holidays and employer shutdown periods, as indicated in the TA Manual).
documentary evidence (of practice)	Primary evidence of a teacher's practice that they produce in the course of their work. For HALT applicants, documentary evidence may be a single item or a set of evidence. See also 'item' and 'evidence set'.
domains of teaching	The three domains that the seven Standards are grouped into: Professional Knowledge, Professional Practice and Professional Engagement.
early childhood service (service)	A centre-based early childhood service (referred to as an 'early childhood education centre' in the TA Act) approved within the meaning of the <i>Children (Education and Care Services) National Law (NSW)</i> or the <i>Children (Education and Care Services) Supplementary Provisions Act 2011</i> .



Term	Definition
early childhood provider	An individual or an entity such as a company, an association or a partnership that holds a Provider Approval granted under the <i>Children (Education and Care Services) National Law (NSW)</i> . This approval authorises the provider to operate an approved education and care service.
Elective Professional Development	Activities completed by teachers in or outside the school/service or workplace that contribute to a teacher's ongoing professional learning and meet NESA's principles for effective professional learning.
employer	For the purposes of the TA Manual, an 'employer' is a person, entity or organisation that employs, engages or contracts an accredited teacher to teach. See also 'teacher' and 'teach'.
eTAMS	NESA's electronic Teacher Accreditation Management System
evidence set	A group of items related by a general theme (e.g., unit of work, curriculum area or professional learning program). For example, a unit plan that is combined with an assessment rubric, student feedback and student data. Applicants may choose whether to link their items into 'sets'. See also 'item' and 'documentary evidence'.
executive teaching staff	A member of the executive staff of a school or early childhood employer who holds a degree or teaching qualification recognised by NESA. Executive teaching staff may or may not be engaged in the delivery and assessment of curriculum or approved learning framework.
External Assessor	A teacher accredited at Proficient Teacher or above (including those on a Leave of Absence, or accredited as a Non-practising teacher) with relevant experience and expertise who has satisfactorily completed the online and face-to-face components of NESA's Assessor Training Program, including training on conducting Site Visits. External Assessors are recognised as Assessors for national certification.
HALT	Highly Accomplished and Lead Teacher
HALT Assessor	A teacher accredited at Proficient Teacher or above (including those on a Leave of Absence, or accredited as a Non-practising teacher) with relevant experience and expertise who has satisfactorily completed the online and face-to-face components of NESA's Assessor Training Program. HALT Assessors are recognised as Assessors for national certification.
HALT Module Report	A report completed by HALT Assessors to provide feedback to an applicant and NESA on the applicant's documentary evidence.
higher levels	A collective term for the Highly Accomplished Teacher and Lead Teacher levels of the Standards.
IELTS	International English Language Testing System. An international standardised test of English language proficiency for non-native English language speakers.
immediate accreditation (at Proficient Teacher)	The accreditation at Proficient Teacher of a returning teacher at any point during their re-accreditation timeframe without the requirement to submit annotated documentary evidence or a report on an observation of their practice, as set out in <a href="#">Section 12.6</a> of the TA Manual. See also 'returning teacher'.
interim bar (WWCC)	The OCG places a temporary bar on a person's WWCC clearance. A person cannot work in child-related employment if there is an interim bar on their WWCC.
interstate teacher	A qualified teacher who holds full and current registration from an Australian state or territory teacher regulatory authority other than NESA.
ISLPR	International Second Language Proficiency Ratings. A personalised language test used to measure a person's proficiency in English and other languages. The only valid and reliable ISLPR results are those accredited and issued by ISLPR International Accreditation Authority (IIAA).
item (of documentary evidence)	An individual piece of documentary evidence or extract which relates to a teacher's practice at two to four Standard Descriptors. For example, a plan for learning, a policy statement, a PowerPoint presentation, a collection of assessment details. See also 'evidence set' and 'documentary evidence'.
learning environment	A setting or situation in which the teaching of children/students occurs in a NSW school/service including but not limited to distance education settings and hospital schools.
Leave of Absence	A period of leave from accreditation that a teacher applies for in advance in their NESA online account and which puts their accreditation timeframe on hold. A Leave of Absence from accreditation is distinct from any leave granted by an employer.
line manager	An individual employed in the same school/service/workplace as the teacher applying for or maintaining accreditation who the teacher reports to either directly or indirectly.
MR Act	<i>Mutual Recognition Act 1992</i> (Commonwealth legislation)

Term	Definition
NESA	NSW Education Standards Authority. NESA is established under the NESA Act (Part 2, Section 4).
NESA Accredited Professional Development	A professional development course in an identified priority area that has been assessed and accredited in line with NESA's <i>Accreditation of Professional Development Courses Policy</i> . See also '(mandatory) priority area' and '(optional) priority area'
NESA Act	<i>Education Standards Authority Act 2013</i>
Non-practising teacher	A teacher with Proficient Teacher accreditation who is not teaching in a school/service who opts to remain an accredited member of the profession and changes their accreditation status to Non-practising in their NESA online account (eTAMS).
non-school/service based teacher	An accredited teacher who is not teaching in a school/service, but who has taught in a school or service, and who is employed to undertake duties specified in the TA Act Section 3.
NTBE list	The list of people maintained by the Secretary of the Department of Education under Section 7(1)(e) of the <i>Teaching Service Act 1980</i> as a person who is not to be employed in the Teaching Service.
OCG	NSW Office of the Children's Guardian. The OCG administers WWCC clearances.
orientation	The provision of information by NESA about accreditation requirements and processes for teachers seeking accreditation at Proficient Teacher or HALT.
PD	professional development
PEAT	Professional English Assessment for Teachers (PEAT) Test. A test designed to determine the level of competence in English of overseas trained teachers who wish to gain approval to teach in NSW Department of Education schools. It is not an assessment of subject matter competence but an assessment of English language skills within the educational context. The result obtained in each language component of the PEAT indicates whether a teacher's proficiency is of a standard which would enable them to teach and interact effectively and confidently in a school setting in NSW.
principal	For the purposes of the TA Manual, the individual(s) appointed to the role of 'principal' or 'Head of School'.
(mandatory) priority area	An area of teaching practice that the Minister, on advice from the NESA Board, has identified as a priority for all teachers' ongoing professional growth, and in which all teachers must complete NESA Accredited PD to maintain their accreditation. The mandatory priority areas are published on the <a href="#">NESA website</a> . See also 'NESA Accredited Professional Development'
(optional) priority area	An area of teaching practice that the Minister, on advice from the NESA Board, has identified as a priority, and in which teachers may complete NESA Accredited PD towards their maintenance requirements. See also 'NESA Accredited Professional Development'
professional activities	The activities that teachers undertake in the course of their teaching practice in relation to the Standards' three domains of Professional Knowledge, Professional Practice and Professional Engagement.
professional development	Includes formal and informal learning activities designed to maintain and enhance the knowledge and skills of teachers. See also 'NESA Accredited Professional Development' and 'Elective Professional Development'.
professional learning	Growth of teacher expertise through processes, activities and experiences including but not limited to professional development.
professional teaching standards	The professional teaching standards approved by the Minister under the TA Act (Section 19). The professional teaching standards include the <i>Australian Professional Standards for Teachers</i> and NESA's policies for teacher accreditation.
Proficient Teacher	Achievement of the Standards at the mandatory level of Proficient Teacher, referred to as full accreditation or full registration in other Australian states and territories.
Provisional accreditation	Under Section 30 of the TA Act, NESA may provisionally accredit a person who: - meets the requirements specified in the professional teaching standards, and - has completed an approved course and has or will receive a qualification in relation to that course.
Re-accreditation Panel	A panel formed by NESA, as required, to assess applications for re-accreditation and provide advice to NESA to inform NESA's decision. Re-accreditation Panels comprise two teachers accredited at Proficient Teacher or above who are trained by NESA.

Term	Definition
referee	An individual nominated by a teacher to substantiate information or evidence the teacher provides to NESA about their teaching practice for the purposes of gaining or maintaining HALT accreditation.
registration	All other jurisdictions require teachers to be registered. NSW uses the term “accreditation” rather than registration.
returning teacher	A teacher who has previously been accredited to teach in NSW and is not currently accredited.
revocation	The removal of a teacher’s accreditation by NESA in line with the TA Act, Section 24.
service director	For the purposes of the TA Manual, a ‘service director’ is a teacher accredited at Proficient Teacher or above who has some seniority over the teachers whose practice they are making an accreditation recommendation or attestation for. This teacher may not have the title of ‘service director’ as it is commonly known in an early childhood service. The function of the service director may be assigned to an accredited teacher in the same service, or may be delegated to another teacher within the employer. If there is no one to carry out the function of the service director role, the employer must contact NESA.
session of practice	A period of time during a Site Visit where an External Assessor observes an applicant’s practice.
set (of evidence)	A group of items of documentary evidence related by a general theme (e.g., unit of work, curriculum area or professional learning program). For example, a unit plan that is combined with an assessment rubric, student feedback and student data. HALT applicants may choose whether to link their items into ‘sets’. See also ‘item’ and ‘documentary evidence’.
Standard Descriptors	The organisers within the Standards that describe professional knowledge, practice and engagement at four career stages – Graduate, Proficient, Highly Accomplished and Lead.
Standards	<i>Australian Professional Standards for Teachers</i>
suspension (of accreditation)	The temporary removal of a teacher’s accreditation, in line with Section 24A of the TA Act. Teachers whose accreditation is suspended are not eligible for employment as a teacher in a NSW school/service unless the suspension is removed by NESA.
TA Act	<i>Teacher Accreditation Act 2004</i>
teach	To undertake any or all of the duties related to delivering, assessing or supporting and leading the development and implementation of courses designed to implement the curriculum under the <i>Education Act 1990</i> in a school or an approved learning framework under the <i>Children (Education and Care Services) National Law (NSW)</i> in a service.
teacher	For the purposes of the TA Manual, a ‘teacher’ is a person who is accredited as a teacher by NESA. Individuals employed in NSW schools who do not undertake any of the duties described in the definition of ‘teach’ including those who exclusively deliver courses not developed or endorsed by NESA are not required to be an accredited teacher.
Thematic Review	A review conducted by NESA, as directed by the Minister, into any matter arising under the education and teaching legislation, including priorities across schools and systems, for example the Thematic Review on the teaching of writing.
TTMR Act	<i>Trans-Tasman Mutual Recognition (New South Wales) Act 1997</i>
verification (of documentary evidence)	Confirmation by the supervisor that the teacher’s annotated documentary evidence addresses the Standard Descriptor/s identified. Verification of evidence serves also to confirm that the evidence is the teacher’s own work. Evidence may not need to be authenticated to be verified. Verification is an end-point process that occurs when the teacher is finalising their accreditation.
voluntary cancellation	The removal of a teacher’s accreditation by NESA, at the teacher’s request, in line with the TA Act, Section 24E. This does not relate to cancellations undertaken in other jurisdictions.
WWCC	NSW Working with Children Check clearance. WWCCs are administered by the OCG.