## Contents

1 Purpose .......................................................................................................................... 2
2 Scope .............................................................................................................................. 2
3 Context ........................................................................................................................... 2
4 Maintenance of Accreditation Requirements .............................................................. 3
  4.1 Consistent practice against the Standards ............................................................... 3
    4.1.1 Maintaining practice at Proficient Teacher .................................................. 3
    4.1.2 Maintaining practice at Highly Accomplished and Lead Teacher ............... 4
  4.2 Professional development ....................................................................................... 5
    4.2.1 NESA Registered Professional Development ............................................ 6
    4.2.2 Teacher Identified Professional Development ............................................. 6
    4.2.3 Further tertiary study ............................................................................... 6
  4.3 Annual accreditation fee ....................................................................................... 7
  4.4 Working With Children Check clearance ............................................................. 7
5 Maintenance of Accreditation Timeframes ............................................................... 7
  5.1 Applying for an extension of the maintenance period .......................................... 7
  5.2 Maintaining accreditation at more than one level ............................................... 8
6 Maintenance of Accreditation Decisions .................................................................. 8
  6.1 Failure to maintain accreditation ........................................................................ 9
    6.1.1 Failure to meet the Standards .................................................................. 9
    6.1.2 Failure to complete professional development requirements ................... 9
    6.1.3 Failure to maintain Highly Accomplished and Lead Teacher accreditation .... 9
  6.2 Voluntary cancellation of accreditation ............................................................... 10
  6.3 Revocation and suspension of accreditation ....................................................... 10
  6.4 Appeals ............................................................................................................... 10
7 Leave of Absence ...................................................................................................... 11
8 Roles and Responsibilities ....................................................................................... 11
  8.1 Role of the teacher .............................................................................................. 11
  8.2 Role of the principal/service director ................................................................. 11
  8.3 Role of the employer ........................................................................................... 11
  8.4 Role of the Teacher Accreditation Authority (TAA) ........................................... 12
  8.5 Role of NESA .................................................................................................... 12
9 Quality Assurance ..................................................................................................... 13
  9.1 NESA policy evaluation .................................................................................. 13
  9.2 Auditing maintenance records ....................................................................... 13
10 Glossary ................................................................................................................... 15
11 Version history ......................................................................................................... 16
1 Purpose

The Maintenance of Teacher Accreditation Policy describes the requirements for maintaining accreditation to teach in NSW at the Proficient, Highly Accomplished and Lead Teacher career stages of the Australian Professional Standards for Teachers (the Standards).

2 Scope

This policy applies to NSW teachers accredited at:
- Proficient Teacher
- Highly Accomplished Teacher
- Lead Teacher.

This policy describes the roles and responsibilities of teachers maintaining accreditation in schools/services and in non-school/non-service-based positions\(^1\), and the roles and responsibilities of principals/service directors, employers, Teacher Accreditation Authorities (TAAs)\(^2\) and the NSW Education Standards Authority (NESA) in the maintenance of accreditation process (see Section 8).

3 Context

This policy gives effect to the relevant provisions in the Teacher Accreditation Act 2004 (the Act) that govern the accreditation of NSW early childhood, primary and secondary teachers (Sections 19-33) and the Education Standards Authority Act 2013 (the NESA Act).

This policy forms part of the professional teaching standards approved by the Minister (Sections 19-20 of the Act) and constitutes NESA rules (Section 25 of the NESA Act) including in relation to the conditions that apply to the accreditation of teachers (Section 23A of the Act).

This policy should be read in conjunction with the:
- Teacher Accreditation Act 2004 (the Act)
- Australian Professional Standards for Teachers (the Standards)
- Accreditation of Early Childhood Teachers Policy
- Accreditation at Proficient Teacher Policy
- Accreditation at Highly Accomplished and Lead Teacher Policy
- Accreditation of Teachers by the NSW Education Standards Authority Policy
- Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy\(^3\)
- Policy on the Accreditation of Non-Accredited Teachers
- Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres.

\(^1\) Non-school/non-service-based teachers should also refer to their Teacher Accreditation Authority’s procedures for the maintenance of accreditation processes that apply in their context.

\(^2\) Reference to Teacher Accreditation Authorities includes Teacher Accreditation Authorities for Highly Accomplished and Lead (TAAs (A/L)) where relevant.

\(^3\) Content from Appendix 1 of the Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy relating to failure to meet maintenance of accreditation requirements is replaced by Section 6.1 of this policy.
4 Maintenance of Accreditation Requirements

All teachers accredited at Proficient, Highly Accomplished or Lead Teacher must maintain their accreditation. The requirement to maintain accreditation also applies to principals/service directors, in line with Section 3A of the Act.

Maintenance of accreditation is teachers’ responsibility and a condition of employment in any NSW school/service.

To maintain accreditation teachers must:

- demonstrate that their practice continues to meet all of the Standards for the relevant accreditation level
- undertake the applicable professional development requirements for their accreditation level
- pay the annual accreditation fee
- hold a current NSW Working With Children Check (WWCC) clearance.

The requirements for maintaining accreditation must be met within each maintenance period of five years for teachers employed on a full-time basis, or seven years for teachers employed on a part-time or casual basis.

Highly Accomplished Teachers and Lead Teachers must be engaged in the delivery of curriculum and assessment in a school/service to maintain accreditation. There is no requirement for a specified number of hours or teaching load for Highly Accomplished and Lead Teachers to maintain accreditation.

Accreditation is voluntary for only those teachers listed in Section 40A of the Act. Teachers in these categories who choose to maintain accreditation, rather than take a leave of absence from their accreditation, must meet the maintenance requirements.

4.1 Consistent practice against the Standards

To maintain accreditation teachers must demonstrate that their practice continues to meet all of the Standards for Proficient, Highly Accomplished or Lead Teacher as applicable.

4.1.1 Maintaining practice at Proficient Teacher

In the final three months of a teacher’s maintenance period, the teacher must declare that they have maintained their practice at the Standards for Proficient Teacher, and completed all requirements for maintenance of accreditation, in their NESA online account. Teachers have the option to include a reflective statement about their practice when they make their declaration.

After the teacher has completed their maintenance of accreditation declaration, and before the end of their maintenance period, a teacher’s principal/service director must attest as to whether or not the teacher has continued to maintain their practice against the Standards according to the school/service-based processes identified by the TAA. The activities and practices that form the basis of this attestation will be comprised of processes that are in place.
Teachers engage in a range of professional activities and practices in the course of their work that allow them to demonstrate that their practice continues to meet the Standards. These may include, but are not limited to:

- delivery of NSW curriculum or the Early Years Learning Framework
- observation of teaching practice
- feedback to teachers on their practice
- teacher reflection on their practice
- child/student assessment data
- ongoing participation in collaborative planning and teaching, such as lesson study
- participation in instructional rounds
- participation in learning walks
- engagement in collegial activities in and/or outside the school/service
- building relationships with parents/carers and the community
- participation in a performance and development process.

The principal/service director must attest as to whether or not the teacher has continued to maintain their practice at the Standards for Proficient Teacher in their NESA online account, indicating which process or processes have been used as the basis for the judgement about the teacher’s practice.

While a teacher’s practice must meet all of the Standards in order to maintain accreditation, there is no requirement for a teacher to produce evidence for every Standard Descriptor through the professional activities and practices that form the basis of the maintenance of accreditation decision for Proficient Teachers.

4.1.2 Maintaining practice at Highly Accomplished and Lead Teacher

Teachers maintaining accreditation at the higher levels must demonstrate that they have maintained their practice by completing the NESA Maintenance of Accreditation Report for their level of accreditation in their NESA online account.

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 child/student learning outcomes and the practice of colleagues
- describe how professional development 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
- be completed in the final three months of their maintenance period.

Once the teacher has completed and submitted their report, the principal/service director must review the report in their NESA online account and verify whether or not:
the teacher’s ongoing performance is satisfactory
the content of the teacher’s report accurately reflects their practice.

4.2 Professional development

Teachers maintaining accreditation at Proficient, Highly Accomplished or Lead Teacher must participate in ongoing professional development that relates to Standards at or above their accreditation level. To meet professional development requirements for each maintenance period, teachers must:

- complete a minimum of 100 hours of professional development
- evaluate all NESA Registered Professional Development in their NESA online account (see Section 4.2.1)
- record Teacher Identified Professional Development in their NESA online account (see Section 4.2.2).

For teachers maintaining accreditation at Proficient Teacher, the 100 hours of professional development must include a minimum of 50 hours of NESA Registered Professional Development that is at or above Proficient Teacher.7

For teachers maintaining accreditation at Highly Accomplished or Lead Teacher, the 100 hours of professional development must include:

- a minimum of 20 hours of NESA Registered Professional Development at or above the applicable accreditation level
- 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. Professional commitment activities may include, but are not limited to:
  - mentoring or coaching teachers or teacher education students
  - supervising teacher education students, provisional/conditional teachers or Proficient Teachers
  - leading professional development or educational forums in the school/service or through professional teaching associations or networks
  - developing and implementing projects including research in their school/service and/or the wider education community
  - writing for publications that contribute to professional knowledge and discussion for teachers.

All teachers are responsible for identifying their professional development needs and for planning their learning throughout their maintenance period.

Teachers may record professional development completed while on a leave of absence8 from their accreditation in their NESA online account.

---

6 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. The decision in relation to whether or not the teacher’s practice continues to meet the Standards at Highly Accomplished or Lead Teacher must be made by the TAA (A/L) on the basis of the teacher’s Maintenance of Accreditation Report and Professional Development Progress Report.

7 Early childhood teachers who were accredited at Proficient Teacher under interim arrangements until 2018 are required to complete a minimum of 20 hours of NESA Registered Professional Development.

8 See Section 7 for conditions of a leave of absence.
4.2.1 NESA Registered Professional Development

NESA endorses providers to register and deliver professional development that contributes to building and improving teachers’ professional knowledge, practice and engagement, consistent with the Standards at Proficient, Highly Accomplished and Lead Teacher.

Teachers can access a list of all available NESA Registered Professional Development in their NESA online account which includes a user-rating for each course. Registered courses are mapped to the Standards by providers, allowing teachers to identify courses that meet their specific professional development needs and level of accreditation.

Teachers must evaluate all NESA Registered Professional Development on completion of each course through their NESA online account.

4.2.2 Teacher Identified Professional Development

Teacher Identified Professional Development can include activities undertaken in or outside a school/service that contribute to teachers’ professional learning.

For Proficient Teachers, Teacher Identified Professional Development may include any activity described as professional commitment under the requirements for Highly Accomplished and Lead Teachers listed above (see Section 4.2).

In addition to any activity listed as professional commitment, activities that teachers may record as Teacher Identified Professional Development include, but are not limited to:

- completing courses and training not endorsed by NESA that relate to the Standards and are relevant to the teacher’s practice
- attending or presenting at workshops, seminars and conferences
- professional reading
- observing a teaching colleague’s practice
- planning for the delivery of professional learning
- reflecting on teaching practice.

Teacher Identified Professional Development should clearly reflect experiences that contribute to and extend teachers’ professional learning and practice.

4.2.3 Further tertiary study

NESA recognises relevant further undergraduate or postgraduate study as professional development for maintenance of accreditation purposes. Eligible studies are those at or above Level 5 on the Australian Qualifications Framework (AQF) that are delivered by a university or other self-accrediting institute authorised by the Tertiary Education Quality and Standards Agency (TEQSA) to issue AQF qualifications levels 5 - 10.

In order to record relevant further undergraduate or postgraduate study against professional development requirements, teachers must submit an academic transcript to NESA as evidence of successful completion. The unit/s must directly relate to at least one Standard Descriptor at or above the teacher’s current level of accreditation.

Further undergraduate or postgraduate study that meets these criteria will contribute 50 hours per successfully completed unit of study (with an EFTSL value of 0.125) to a teacher’s professional development requirements for the maintenance period in which the unit is completed. One eligible unit of study will satisfy the NESA Registered Professional Development requirements for the maintenance period in which it is completed.
Successful completion of two eligible units of study within a Proficient Teacher’s maintenance period will satisfy all professional development requirements for that maintenance period.

Teachers who are enrolled in a postgraduate research degree may apply to NESA for recognition of their study towards the professional development requirements for their maintenance of accreditation. The study must directly relate to the Standards at or above their current level of accreditation.

4.3 Annual accreditation fee

Teachers must pay the annual accreditation fee to NESA as a condition of their accreditation to teach in NSW. Teachers who have been suspended by NESA for non-payment of fees (per the Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy) cannot continue to be employed as a teacher until the amount outstanding is paid, and the suspension is formally lifted.

4.4 Working With Children Check clearance

All teachers must hold a current NSW Working With Children Check (WWCC) clearance to achieve and maintain accreditation. The WWCC is administered through the NSW Office of the Children’s Guardian.

5 Maintenance of Accreditation Timeframes

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.

Teachers employed on a casual or part-time basis are full members of the teaching profession and are subject to the same maintenance requirements as teachers who are employed on a full-time basis. NESA allows teachers employed on a casual or part-time basis a longer maintenance period in recognition of the nature of their employment.

A teacher’s maintenance period starts on the day they are accredited at Proficient, Highly Accomplished or Lead Teacher, as applicable. Where a teacher successfully maintains accreditation, each subsequent maintenance period begins the day after the previous period ends.

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 maintenance period can apply to NESA for an extension at any time. Grounds for an extension to a teacher’s maintenance period include:

- child-rearing responsibilities
- home or carer responsibilities
- illness or misadventure
- undertaking further teaching-related study
- other applicable professional or individual circumstances.
5.2 Maintaining accreditation at more than one level

A teacher who subsequently 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. The teacher’s new maintenance period for the higher level will start on the day the accreditation decision is made.

6 Maintenance of Accreditation Decisions

Maintenance of accreditation decisions are made by a teacher’s TAA. The TAA can decide that a teacher:

- meets all requirements for maintenance of accreditation as set out in Section 4 of this policy; or
- does not meet one or more of the requirements for maintenance of accreditation as set out in Section 4 of this policy.

Where a teacher reaches the end of a maintenance period and their TAA decides that they have maintained their accreditation, the teacher will begin a new maintenance period. Where a TAA decides that a teacher has not maintained their accreditation the TAA must refer the matter to NESA who may revoke or suspend the teacher’s accreditation, in line with the Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy.

The TAA must make the maintenance of accreditation decision for a Proficient Teacher on the basis of the principal/service director’s attestation about the teacher’s practice. Where this is not possible, such as in a stand-alone or small early childhood provider⁹, the TAA must have an alternate process in place for making judgements about a teacher’s practice.

The TAA must make the maintenance of accreditation decision for a Highly Accomplished or Lead Teacher on the basis of the teacher’s completed NESA Maintenance of Accreditation Report.

For all teachers, the TAA must also refer to a teacher’s Professional Development Progress Report when making the maintenance of accreditation decision.

Where a teacher is maintaining Highly Accomplished or Lead Teacher accreditation, their TAA must 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. In cases where a TAA considers that a teacher has not maintained their accreditation at either Highly Accomplished or Lead Teacher, the TAA must contact all of the teacher’s nominated referees before making the maintenance of accreditation decision.

The maintenance of accreditation decision must be made by the teacher’s current TAA. Teachers who change TAAs during their maintenance period need to teach in the new school/service for a period long enough to demonstrate ongoing practice across a range of Standards. Where a teacher has held their current role for less than three months, it is recommended that the TAA contact the previous TAA/s when making the maintenance of accreditation decision. If a TAA considers that a teacher who has held their current role for less than three months has not maintained their accreditation, the TAA must contact the teacher’s

---

⁹ NESA’s Accreditation of Teachers by the NSW Education Standards Authority Policy defines stand-alone and small early childhood providers.
previous TAA/s before making the maintenance of accreditation decision. Advice from the
previous TAA/s must be provided in writing and be retained by the teacher’s current TAA.

Where appropriate, the TAA may consult with any previous TAA/s when making the
maintenance of accreditation decision. Where this occurs, TAAs must provide any information
requested by another TAA for the purposes of making a maintenance decision within 14 days.

Teachers employed on a casual basis should approach a TAA with whom they have an
established relationship to seek a maintenance of accreditation decision. A TAA may decline a
request from a casual teacher regarding a maintenance decision only in cases where the TAA
cannot confidently make a judgement about the teacher’s practice following consultation with
the teacher’s previous TAA/s where appropriate.

6.1 Failure to maintain accreditation

A teacher will fail to maintain their accreditation if:

- their practice does not meet the applicable Standards, and/or
- they fail to complete the professional development requirements by the end of the
  maintenance period.

6.1.1 Failure to meet the Standards

A TAA may decide that a teacher’s practice does not meet the applicable Standards at any
time during a maintenance period.

If a TAA decides that a teacher has not demonstrated that their practice meets the Standards,
the TAA must inform NESA within 21 days of making the decision\(^\text{10}\) and NESA may revoke or
suspend the teacher’s accreditation in line with NESA’s \textit{Interim Revocation, Suspension and
Voluntary Cancellation of Accreditation Policy}.

6.1.2 Failure to complete professional development requirements

Where a teacher fails to meet the professional development requirements for maintenance of
accreditation at the end of their maintenance period, NESA may revoke or suspend the
teacher’s accreditation 14 days after the end of their maintenance period in line with NESA’s
\textit{Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy}.

6.1.3 Failure to maintain Highly Accomplished and Lead Teacher accreditation

If a Highly Accomplished or Lead Teacher fails to maintain their higher level accreditation
(under Section 6.1.1 and/or Section 6.1.2), NESA may revoke or suspend the teacher’s
accreditation at Highly Accomplished or Lead Teacher 14 days after the end of their
maintenance period in line with NESA’s \textit{Interim Revocation, Suspension and Voluntary
Cancellation of Accreditation Policy}. In that event, the teacher will return to accreditation at
Proficient Teacher and will no longer be permitted to use the relevant post-nominals.\(^\text{11}\)

\(^\text{10}\) As per Section 22 (1) of the Act
\(^\text{11}\) A teacher who is not required to be accredited under Section 28 (1) of the Act will have no accreditation status. This will only
apply to these teachers until 1 January 2018.
6.2 Voluntary cancellation of accreditation

Teachers can voluntarily cancel their accreditation at any time as per Section 9 of the Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy.

Highly Accomplished and Lead Teachers can voluntarily cancel 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 have previously been accredited at Highly Accomplished).

Highly Accomplished or Lead Teachers who return to accreditation at Proficient Teacher are no longer permitted to use the relevant post-nominals. Lead Teachers who return to accreditation at Highly Accomplished are permitted to use the post-nominals for Highly Accomplished Teacher.

Where a teacher returns to a lower level of accreditation, their maintenance period end date will not change.

Teachers who wish to voluntarily cancel their accreditation at a higher level must inform NESA in writing. NESA will advise the teacher’s TAA (and the TAA (A/L) as applicable) of the teacher’s new accreditation level.

6.3 Revocation and suspension of accreditation

A teacher’s accreditation can be revoked or suspended by NESA in accordance with the Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy, including under the following circumstances:

 the teacher’s practice does not meet the Standards at Proficient Teacher, and/or
 the teacher has failed to complete professional development requirements by the end of their maintenance of accreditation timeframe.

A teacher’s accreditation may be revoked or suspended by NESA:

 at any time during a maintenance period if their practice does not meet the applicable Standards, or
 at the end of the maintenance period if their practice does not meet the applicable Standards and/or for failing to complete the professional development requirements.

Teachers whose accreditation has been revoked or suspended may re-apply for accreditation as per the Provisional and Conditional Accreditation Policy or the Accreditation at Proficient Teacher Policy as applicable.

6.4 Appeals

Where a TAA decides that a teacher has not maintained their accreditation, the teacher may appeal to the TAA for a review of the decision, as per the TAA’s internal review process.

Where a teacher’s accreditation has been revoked or suspended by NESA, the teacher may appeal the decision, in line with NESA’s Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy.

---

12 The Accreditation at Proficient Teacher Policy is currently under review. The revised policy will provide for re-accreditation at Proficient Teacher following revocation or suspension of accreditation. In the interim, teachers whose accreditation has been revoked or suspended may re-apply for provisional accreditation as per the Provisional and Conditional Accreditation Policy.
7 Leave of Absence

Accredited teachers can take a leave of absence from accreditation to put their maintenance timeframe on hold for a period where they are not teaching. Teachers can advise NESA in advance of their leave of absence, or apply to NESA for a leave of absence retrospectively. Teachers who are on a leave of absence are not permitted to teach in NSW for the duration of the leave of absence.

A leave of absence can be approved for a minimum of six months and a maximum of five years.

A teacher’s maintenance timeframe is on hold for the duration of a leave of absence and automatically resumes at the end of the leave of absence. When a leave of absence is approved, the teacher’s maintenance timeframe will be extended by the length of the leave of absence.

8 Roles and Responsibilities

8.1 Role of the teacher

Teachers accredited at Proficient, Highly Accomplished or Lead Teacher are responsible for maintaining their accreditation by meeting the requirements set out in Section 4 of this policy by the end of each maintenance period.

Throughout their maintenance period teachers must monitor their practice to ensure that they continue to meet the Standards, complete the applicable professional development requirements, pay the annual accreditation fee and hold a current NSW Working With Children Check (WWCC) clearance.

8.2 Role of the principal/service director

This policy requires that principals/service directors are responsible for:

- attesting as to whether or not a Proficient Teacher’s practice continues to meet the Standards
- verifying whether or not a Highly Accomplished or Lead Teacher’s performance is satisfactory and their NESA Maintenance of Accreditation Report accurately reflects the teacher’s practice
- being a referee for Highly Accomplished and Lead Teachers maintaining their accreditation.

A principal/service director must inform the TAA of any issues with a teacher’s practice that may impact on the maintenance of accreditation decision as and when they arise during the maintenance period.

8.3 Role of the employer

Employers are responsible for ensuring that any individual employed as a teacher is accredited.
8.4 Role of the Teacher Accreditation Authority (TAA)

TAAs are responsible for deciding whether or not a teacher meets the requirements for maintenance of accreditation at Proficient, Highly Accomplished or Lead Teacher. TAAs make the maintenance of accreditation decision for Proficient Teachers on the basis of the principal/service director’s attestation.

TAAs must have an internal policy that complies with all NESA requirements for teacher accreditation. A TAA’s internal policy must include:

- the basis on which maintenance decisions for Proficient Teacher are made
- procedures to ensure that any concerns relating to teachers’ professional practice are addressed in an ongoing manner and distinct from any teacher efficiency or disciplinary procedures
- processes to provide feedback to teachers about their continued demonstration of practice
- processes to address issues related to a teacher’s practice not meeting the applicable Standards.

A TAA must:

- make the maintenance of accreditation decision by the end of the teacher’s maintenance period on the basis of the requirements in Section 4 of this policy
- have a documented internal review process and provide teachers for whom they are the TAA with a copy of the internal review process
- inform NESA of all accreditation decisions within 21 days of making the decision, including when a teacher does not meet the requirements for maintenance
- in the event of an audit, provide any records requested by NESA within 30 days.

Where a teacher changes TAAs during their maintenance period, it is the responsibility of the teacher’s current TAA to make the maintenance of accreditation decision, which may involve consulting the previous TAA/s where necessary (see Section 6 above). TAAs must provide any information requested about a teacher’s practice to another TAA within 14 days of receipt of a request.

NESA is the TAA for those early childhood teachers and non-school/non-service based teachers who do not have another TAA. NESA’s requirements in relation to its function as a TAA are set out in the Accreditation of Teachers by the NSW Education Standards Authority Policy and related procedures.

8.5 Role of NESA

NESA oversees the system of accreditation and recognition of teachers’ professional practice against the Standards, which includes the requirements and processes for the maintenance of accreditation at Proficient, Highly Accomplished and Lead Teacher. NESA’s oversight of teacher accreditation involves conducting risk-based audits of the regulatory processes for accreditation and evaluating policy for ongoing quality assurance purposes.

NESA:

- issues guidelines, procedures and rules in relation to meeting the professional teaching

13 If a school/service is part of a system such as the Department of Education or a Catholic Education Office, the teacher must refer to systemic policies and procedures for advice on internal reviews.
standards and in relation to the operation of TAAs

- advises and assists TAAs to accredit teachers and monitors teachers’ ongoing maintenance of accreditation
- monitors accreditation decisions and the application of policy across schools/services and TAAs to support the consistent and fair application of the Standards for all teachers
- endorses professional development providers to support teachers’ ongoing development and monitors and publishes teacher satisfaction ratings for registered courses delivered by NESA endorsed providers
- records a TAA’s decision that the teacher has maintained their accreditation at the relevant career stage in the teacher’s NESA online account
- makes the decision to revoke or suspend a teachers accreditation if the requirements for maintenance of accreditation are not met
- audits school/service and TAA processes, decisions and records relating to maintenance of accreditation
- audits teachers’ professional development records
- evaluates the implementation and impact of teacher accreditation policies and processes.

9 Quality Assurance

NESA evaluates the maintenance of accreditation requirements and TAA processes through:

- a regular cycle of evaluation and review of NESA policies
- periodic and risk-based audits of teachers’ maintenance of accreditation records and TAA accreditation decisions.

9.1 NESA policy evaluation

NESA’s policy evaluation process aims to determine whether policy is being implemented as intended and whether the objectives are being achieved.

The intended outcomes of this policy are to:

- improve flexibility and provide greater control for teachers over their professional learning
- demonstrate trust in the professionalism of teachers
- ensure that teachers’ professional learning is ongoing
- simplify and streamline maintenance of accreditation processes
- improve transparency and achieve consistency in relation to policy implementation and impact.

Indicators for determining the success of this policy include:

- fewer teachers overdue with maintenance of accreditation requirements
- fewer teacher queries about maintenance requirements
- fewer issues around maintenance being referred to NESA by TAAs, sectors and unions
- improved teacher satisfaction levels based on outcomes of teacher satisfaction surveys
- higher teacher retention rates due to improved mentoring and induction.

9.2 Auditing maintenance records

NESA conducts audits of teachers’ and TAAs’ maintenance of accreditation records and maintenance decisions for ongoing quality assurance purposes. Where applicable, NESA may request access to de-identified maintenance of accreditation records from TAAs for auditing
purposes.

Maintenance of accreditation records will be audited to determine whether the requirements, roles and responsibilities in relation to maintenance are being met, including that:

- teachers’ practice continues to meet the applicable Standards
- Teacher Identified Professional Development is appropriate and addresses the Standards
- teaching practice that is not consistent with the Standards is addressed prior to the end of the maintenance period.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Act</td>
<td><em>Teacher Accreditation Act 2004</em></td>
</tr>
<tr>
<td>casual teacher</td>
<td>A teacher engaged on an hourly or daily rate of pay who works full-time for less than four weeks, or part-time for less than two terms, on any single engagement.</td>
</tr>
<tr>
<td>career stage</td>
<td>The Australian Professional Standards for Teachers recognise the professional capability of teachers at four career stages: Graduate, Proficient, Highly Accomplished and Lead.</td>
</tr>
<tr>
<td>EFTSL</td>
<td>Equivalent full-time student load. A unit of measure used by the Commonwealth Government to determine the study load for tertiary courses.</td>
</tr>
<tr>
<td>higher levels</td>
<td>A collective term for the Highly Accomplished Teacher and Lead Teacher levels of the Australian Professional Standards for Teachers.</td>
</tr>
<tr>
<td>leave of absence</td>
<td>An approved period of leave away from teaching which puts a teacher’s accreditation timeframe on hold. A leave of absence from accreditation is distinct from any leave granted by an employer.</td>
</tr>
<tr>
<td>NESA Registered Professional Development</td>
<td>A professional development course designed and delivered by a provider or school/service that has been endorsed by NESA.</td>
</tr>
<tr>
<td>non-school/non-service-based teacher</td>
<td>An accredited teacher who is not teaching in a school/service but has taught in a school/service, and who is employed to undertake duties related to: curriculum development or implementation; early childhood or school teaching and learning; lecturing/tutoring teacher education students in a university or other higher education institution in NSW; education consultancy in a school/service.</td>
</tr>
<tr>
<td>professional development</td>
<td>Processes, activities and experiences that provide opportunities to extend teacher learning and support accreditation against the Standards.</td>
</tr>
<tr>
<td>Professional Development Progress Report</td>
<td>A report, available in a teacher’s NESA online account, of all professional development that the teacher has completed and either evaluated (NESA Registered) or logged (Teacher Identified).</td>
</tr>
<tr>
<td>professional learning</td>
<td>Growth of teacher expertise that includes, but is not limited to, professional development.</td>
</tr>
<tr>
<td>professional teaching standards</td>
<td>The Act refers to the professional teaching standards in relation to meeting and maintaining accreditation requirements.</td>
</tr>
<tr>
<td>service</td>
<td>An approved centre-based education and care service as defined by the <em>Children (Education and Care Services) National Law NSW</em> or the <em>Children (Education and Care Services) Supplementary Provisions Act 2011</em>, including a service or facility of a class declared by the regulations to be an early childhood education centre for the purposes of the Act.</td>
</tr>
<tr>
<td>service director</td>
<td>For the purposes of this policy, service director refers to an accredited teacher who holds an approved ACECQA qualification and meets all other requirements as set out in the <em>Accreditation of Early Childhood Teachers Policy</em>.</td>
</tr>
<tr>
<td>Standard Descriptors</td>
<td>The organisers within the Standards that describe professional knowledge, practice and engagement at four career stages: Graduate, Proficient, Highly Accomplished and Lead.</td>
</tr>
<tr>
<td>the Standards</td>
<td>The Australian Professional Standards for Teachers that outline what teachers should know and be able to do.</td>
</tr>
<tr>
<td>TAA</td>
<td>Teacher Accreditation Authority (including Teacher Accreditation Authorities for Highly Accomplished and Lead (TAA's (A/L)).</td>
</tr>
<tr>
<td>Teacher Identified Professional Development</td>
<td>Professional development activities that are not NESA Registered that contribute to a teacher’s ongoing learning.</td>
</tr>
</tbody>
</table>
## 11 Version history

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Author</th>
<th>Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2014</td>
<td>Maintenance of Accreditation at Proficient Teacher Policy</td>
<td>BOSTES</td>
<td>Minor revision – reference to Australian Professional Standards for Teachers</td>
</tr>
<tr>
<td>September 2016</td>
<td>Maintenance of Accreditation at Proficient Teacher Policy</td>
<td>BOSTES</td>
<td>Minor revision – reference to Australian Professional Standards for Teachers and early childhood inclusive nomenclature</td>
</tr>
<tr>
<td>September 2016</td>
<td>Maintenance of Accreditation at Proficient Teacher Policy</td>
<td>BOSTES</td>
<td>Minor revision - early childhood inclusive nomenclature</td>
</tr>
<tr>
<td>January 2018</td>
<td>Maintenance of Teacher Accreditation Policy</td>
<td>NESA</td>
<td>Major revision following the BOSTES Review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces the:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Maintenance of Accreditation at Proficient Teacher Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Maintenance of Accreditation at Highly Accomplished and Lead Teacher Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Incorporates content from:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Appendix 1, Interim Revocation, Suspension and Voluntary Cancellation of Accreditation Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ relevant sections of the Professional Development Policy.</td>
</tr>
</tbody>
</table>