



Maintenance of Teacher Accreditation Policy

| Policy Classification | | |
|---|---------------------------------|---|
| Policy Number: | Date of Origin: October 2018 | By Whom: Director of Professional Learning |
| Policy Audience: Public Domain | Review Dates: February 2021 | Next Review Date: February 2023 |
| Policy Approval: This policy was approved by the Board, May 2018. | | |
| This policy supersedes all previous policies relating to matters contained herein. | | |
| This policy is in accord with the Safeguarding Standards of Catholic Professional Standards Ltd which align with the National Principles of Child Safe Organizations. | | |

1.0 Rationale

It is widely acknowledged that teachers' professionalism, competence and passion for their subject are critical factors in their students' achievement in learning outcomes. Teachers' professionalism and competence are supported by their own commitment to ongoing learning and maintenance of accreditation. Maintenance of accreditation is the ongoing process whereby teachers engage in a range of professional development activities in the course of their work to show that their practice meets the Australian Professional Standards for Teachers (known as the Standards)

Consequently, the aims of this policy are:

- To outline the requirements for maintenance of teacher accreditation mandated by the Teacher Accreditation Act (2004) and the NES Act (2013).
- To assist teachers in being proactive in maintaining their accreditation at Proficient Teacher (PT) level or at one of the two higher optional levels - Highly Accomplished (HA) and Lead Teacher (LT);
- To encourage the College staff to continue its commitment to ongoing learning.

2.0 Guiding Principles

- 2.1 Teachers accredited at Proficient level or higher must maintain their accreditation in order to teach in any school in NSW (and Australia).
- 2.2 Maintenance of accreditation is the *teacher's responsibility*. Hence teachers need to be aware of how their practice links to the Standards in their teaching, in their interaction with their peers and students, in their professional learning and in the course of their work in general.
- 2.3 The College is committed to providing its own professional development program (otherwise known as internal PD) evident in activities such as PD sessions on Staff Days, Professional Learning Teams (PLTs), peer observations and feedback, and teachers' individual annual professional plans. Such activities collectively form the College's Professional Development Framework (outlined below).
- 2.4 Teachers are encouraged to access external PD such as online courses, in-services, conferences and other PD activities run by providers external to the College.
- 2.5 Active and ongoing participation by College staff in professional development is regarded as a professional norm within the culture of the College.
- 2.6 To some extent the College can financially support teachers' participation in external PD, subject to its relevance to the aims of the College, the professional needs of the staff member, the College PD budget and other criteria as per the College Professional Development Policy.
- 2.7 For the purposes of maintenance of accreditation overseen by NES, teachers need to log, reflect on, evaluate and annotate their professional development in their online NES account to fulfil the formal requirements of Maintenance of Accreditation at Proficient Teacher level or higher.
- 2.8 It is expected that teachers continue to adapt relevant professional learning to their own teaching practice to improve the learning outcomes of their students.

To be familiar with and maintain the College Safeguarding Policy and Child Protection Policy.

3.0 Policy and its Procedures

3.1 The Four Requirements for Maintenance of Accreditation

3.1.1 Requirement 1: Professional Practice and the Professional Development

Demonstrate that their practice meets the Australian Professional Standards for Teachers (the Standards) at Proficient or Highly Accomplished or Lead Teacher (LT) level over five years (if full-time) or seven years (if part-time or casual)

Towards the end of a teacher's Maintenance cycle, the Principal makes the decision, attesting to the fact that a teacher meets the Standards (at the applicable level) based on a teacher's practice and engagement in the range of professional activities that characterise teachers' work contained within the College's Professional Development Framework (known as the Framework). The Framework's activities include but are not limited to:

1. Teaching in accordance with the College's teaching/learning programs and the NSW curriculum.
2. Teaching and working according to the Standards by participating actively in the professional activities in the Framework.
3. Constructing their annual Professional Plan by reflecting on their own professional needs, choosing their own goals, and planning and logging their own PD linked to the Standards.
4. Meeting the Academic Head to discuss their own annual Professional Plan.
5. Receiving feedback on their own teaching and professional practice through lesson observations by peers and Academic Head
6. Reflection on effective teaching practice by observing peers' teaching and by participating in discussion about effective pedagogy.
7. Ongoing participation in school-based professional activities such as Professional Learning Teams, Instructional Rounds, Staff Days and Staff/Departmental Meetings
8. Ongoing participation in professional learning at school and in the education community. This includes compliance PD such as First Aid.
9. Managing effectively their own PD account with NESA by logging and evaluating their own PD throughout the Maintenance cycle.

At the end of a Maintenance cycle, the Principal must attest as to whether a teacher's practice, over time and across professional activities (such as the ones in the above Framework), meets the Standards. The evidence is in the teacher's satisfactory completion of duties, as well as attendance at and active participation in professional activities such as the those listed in the Framework above.

3.1.2 Requirement 2: Professional Development (or PD)

Meet the professional development (PD) requirements of 100 hours of PD over a cycle of five years (if full-time) or seven years (if part-time or casual).

To meet PD requirements teachers must:

- Complete a minimum total of 100 hours of PD in a Maintenance cycle
- Ensure completion of *at least* 50 hours of Accredited PD across the four *priority areas* within the 100 hours total (if a Proficient Teacher)
- Decide whether the balance comprises further Accredited PD or Elective PD or a mix of both.
- Ensure that Elective PD accords with *NESA approved activities and criteria*.
- Evaluate all Accredited PD listed in their NESA account.
- Record Elective PD accurately in their NESA account.

Further information on priority areas for Accredited PD and approved activities and criteria for Elective PD can be found in Appendix 2 or on the NESA website.

In addition, further tertiary study can be counted as Elective PD (further information is in Appendix 2 or on the NESA website).

For a HA or LT Maintenance the 100 hours of PD must include:

- A minimum of 20 hours of Accredited PD across the four priority areas at the relevant accreditation level (HA or LT);
- A minimum of 20 hours of professional commitment activities that support the professional development and practice of colleagues in their school or wider community. Examples of professional commitment activities are coaching, mentoring, leading PD, developing projects and professional writing.

Ultimately, teachers, not schools, are responsible for identifying their own professional needs, and planning and completing PD learning throughout the Maintenance cycle.

3.1.3 Requirement 3: Annual Accreditation Fee

The annual Accreditation fee paid to NESA.

Teachers must pay the annual fee to NESA as a condition of their accreditation to teach. Teachers suspended by NESA for non-payment cannot be employed to teach until the outstanding fee is paid up and the suspension is formally lifted by NESA.

3.1.4 Requirement 4: WWCC Clearance

Hold a current NSW Working with Children Check (WWCC) number for paid employment; the WWCC number has been verified by the employer (the College) and NESA; the number begins with WWCC followed by seven digits and an E (employee); and the College has been informed by the teacher about the status of his or her WWCC's clearance and eligibility to teach.

Teachers must ensure their WWCC number is renewed every five years.

A further requirement for HA & LT is that they are engaged in the delivery of curriculum and assessment.

If one of the above four requirements is not met, then NESA may cancel or suspend a teacher's accreditation to teach in NSW schools.

3.2 Requirements for Maintaining Practice at Highly Accomplished & Lead Teacher Levels

Teachers at HA and LT level need to:

- Fulfill the above requirements for Proficient level;
- Complete the NESA Maintenance of Accreditation Report online;
- Manage their NESA PD Progress Report at their accreditation level (HA or LT).

The Accreditation Report at HA & LT level must provide an overview of the context and background of the teacher's practice, including three or more examples of practice that impact student learning outcomes and practice of colleagues. In addition, the teacher must nominate three to five referees, one of whom must be their current Principal/Service Director. The referees must be able to attest to the teacher's currency of knowledge and depth of practice throughout the maintenance period.

The Principal/Service Director must review the report and verify whether:

- the teacher's ongoing performance and practice (as per the Framework) is satisfactory;
- the content in the teacher's report accurately reflects their practice.

The decision whether the teacher's practice meets the Standards at HA or LT level is made by the appropriate TAA and is based on the teacher's Maintenance of Accreditation Report and PD Progress Report.

3.3 Changing Schools During a Maintenance Cycle

The Maintenance decision is made by a teacher's current TAA. Teachers who change schools need to teach in the new school long enough to demonstrate their ongoing practice against the Standards. Generally, this is regarded as being at least three months. If necessary, to assist with a Maintenance decision, a TAA may contact a teacher's former TAA if the teacher has been in a new school for only a short period of time.

3.4 Basis on Which an Accreditation Decision is Made

- 3.4.1 Three months before the deadline the teacher makes the declaration in their NESAs account.
- 3.4.2 The Principal makes a decision on whether the teacher has maintained their practice (Requirement 1) against the Standards and the College's PD Framework by completing an attestation statement.
- 3.4.3 For Proficiency cases, the TAA must make the Maintenance of Accreditation decision based on the Principal's attestation about the teacher's professional practice (Requirement 1); refer to the teacher's NESAs PD Progress Report to check completion of 100 hours (Requirement 2); and then check whether the teacher has met Requirements 3 and 4, the NESAs annual fee and current WWCC number, respectively.
- 3.4.4 The TAA must make the accreditation decision by the end of the teacher's timeframe and inform NESAs within 21 days of making the decision. A new Maintenance cycle then begins for the teacher.
- 3.4.5. For HA and LT cases, the TAA must make the Maintenance decision on the basis of the teacher's completed Maintenance Report and PD Progress Report. The TAA must contact at least one of the nominated referees to verify that the teacher's currency of knowledge and depth of practice meet the Standards at the applicable level, HA or LT. However, in cases where the TAA is of the view that the teacher has not maintained their accreditation at HA or LT level, the TAA must contact all the nominated referees before making the Maintenance decision.

3.5 Failure to Maintain Accreditation

A teacher will not maintain their accreditation due to any one of the following:

- Practice does not meet the Standards at a point in the cycle (Requirement 1);
- Not meeting the PD requirements by the end of the cycle (or timeframe) of Maintenance (Requirement 2);
- Accreditation fee has not been paid (Requirement 3) at a point in the cycle;
- WWCC is not current (Requirement 4) at a point in the cycle. The WWCC number loses currency if the date of renewal has been surpassed or the teacher has received an interim "bar" from the Office of the Children's Guardian.

A teacher at HA or LT level who fails to maintain their higher-level accreditation due to their practice not meeting the Standards or not completing the PD requirements at the relevant higher level may have their higher-level accreditation revoked or suspended by NESAs. In general, they will revert to accreditation at PT level.

3.6 Procedures for Notifying NESAs about a Teacher's Practice not Meeting the Standards and other Requirements for Maintenance of Accreditation

- 3.6.1 The TAA must inform the teacher, within 14 days of the end of their timeframe, of the decision that they have not fulfilled the professional development requirements and /or that their practice does not meet the Standards and therefore their maintenance is overdue. The teacher is to be informed of:
 - which Requirement of 1-4 is not demonstrated;
 - the specific elements within that Requirement which need to be demonstrated e.g. in Requirement 1, which aspect of professional practice needs to be demonstrated and which Standard Descriptor it relates to;
 - evidence that this Requirement has not been demonstrated.
- 3.6.2 The teacher is to be given 60 days to complete the relevant Professional development requirement and /or to demonstrate that their practice meets the Standards (this 60-day timeframe dates from when they were given notice about not meeting the requirements of Maintenance).

- 3.6.3 After the 60 days, if the teacher has still not met the maintenance requirements, then the TAA must inform NESa who may suspend or revoke the teacher's accreditation as per NESa's Revocation & Suspension of Accreditation Policy.

3.7 Internal Appeal

In the case of a TAA's decision that a teacher has not maintained their accreditation, the teacher may make an appeal to the TAA for a review of the decision. The teacher must put their appeal in writing in a letter to the TAA personnel, the Principal and the DPL, within 10 days of the decision. In that letter the teacher needs to explain why the Maintenance decision is unfair; to outline, in an annotation, how they think they have already met the Requirement and its specific elements e.g. an aspect of professional practice and relevant Standard Descriptor; and to provide evidence demonstrating that they have already met the specific elements of the Requirement (and Standard Descriptor if applicable).

3.8 Internal Review Process

- 3.8.1 The DPL will head a Panel of three consisting of the DPL, the relevant Academic Head and the Principal (or his representative from the SLT or one of the College Directors).
- 3.8.2 The Panel will consider the validity of the teacher's letter containing the explanation, annotation and evidence regarding the specific elements of the Requirement to be demonstrated.
- 3.8.3 A response will be issued by the Panel within 10 days of receipt of the teacher's letter. The response will be in the form of a letter.
- 3.8.4 The Panel's response may reverse the original decision outlining the reasons why. In such a case, the TAA will inform NESa that the teacher's original Maintenance has undergone an internal review process, the relevant Requirement has been demonstrated, the teacher has now completed the maintenance process and his accreditation to teach has been fully restored.
- 3.8.5 The response may confirm the original decision not to accredit outlining the reasons why. In this case, the teacher still has the opportunity, using the remainder of the 60-day window, to demonstrate the relevant Requirement for Maintenance.
- 3.8.6 In addition, the Panel can explain its decision to the teacher in person if the teacher has any concerns about the Panel's response. In this case, it would be reasonable for the teacher to request a peer as a support person.
- 3.8.7 The Procedures below (see 3.9) ensure that concerns about the teacher's professional practice are addressed; that ongoing support is provided by the College; and that feedback is given on how teaching practice is developing in regard to the Standards and /or the Requirements of Maintenance.

3.9 Procedures to Support the Teacher with Feedback to Meet a Specific Maintenance Requirement within the 60-day Window

- 3.9.1 The teacher must be provided with specific information outlining how they have not met the relevant requirement.
- 3.9.2 The teacher must be provided with evidence which demonstrates that they have not met the specific requirement.
- 3.9.3 The teacher is to be offered appropriate support.
- 3.9.3.1 For *Requirement 1* the first level of support is to identify which aspect of professional practice needs further development by the teacher and what further evidence is needed for the teacher to demonstrate that the relevant Standard Descriptor is being met. Useful support could include:
- The teacher observing the relevant Standard Descriptor being demonstrated by a peer teaching;
 - The teacher to have peer discussion about how the Standard Descriptor is demonstrated and how it relates to effective student learning;

- The teacher observing various peer teachers teaching, noting how each demonstrated the Standard Descriptor in their own distinct way;
- The teacher discussing their own teaching, particularly in relation to the relevant Standard Descriptor
- The teacher undergoing observation by a peer and receiving feedback about their teaching, especially in relation to the relevant Standard Descriptor
- Coaching by an appropriate person skilled in the relevant Standard Descriptor
- Participation in relevant PD
- With the support of the Academic Head and the DPL, the teacher could be assisted with constructing an improvement plan focused on the relevant Standard Descriptor, with an aim, strategies, evidence of improvement and a time limit. Opportunities for feedback, discussion and opportunities to demonstrate improvement are key.

3.9.4.2 For Requirement 2

- The teacher may need assistance in sourcing, applying for and attending Registered PD; or the teacher may need assistance in recognising, logging and annotating teacher Identified PD. Assistance here could be supplied by the DPL or a peer teacher whom the teacher nominates.

3.10 Informing NESAs

In a case where a teacher still does not meet the PD requirements after the 60-day window, the TAA must inform NESAs who may revoke or suspend the teacher's accreditation.

3.11 External Appeal

If a teacher's accreditation is suspended or revoked by NESAs, the teacher may appeal the decision as per NESAs's Revocation & Suspension of Accreditation Policy.

3.12 Failure to meet the Standards *during* a Maintenance Cycle

- 3.12.1 There may be concerns that a teacher's practice does not meet the Standards at a point during the Maintenance cycle (i.e. not just at the end of the cycle). Such a matter needs to be addressed in an ongoing supportive manner to allow the teacher to develop and demonstrate the aspect of practice.
- 3.12.2 Most of the procedures outlined above under Procedures for Informing NESAs about Failing to Maintain Accreditation that apply to the endpoint can also apply to any point in the cycle of the Maintenance cycle.
- 3.12.3 The teacher needs to receive the support of the Procedures outlined above, such as:
 - Information about which aspect of their practice needs improvement, the relevant Performance Descriptor, evidence and source of this information;
 - A window of time, such as 60 days in which to develop, improve and demonstrate the Descriptor;
 - Support measures such as peer observation, teacher to peer discussion after an observation demonstrating the Standard Descriptor, observation of the teacher's teaching by a peer with post-observation feedback, coaching by an experienced teacher, access to relevant PD and development of a professional plan focussed on the aspect of practice needing improvement.
- 3.12.4 The above scenario of a teacher's practice not meeting the Standards at a point in the maintenance cycle must be characterised by: concerns about the teacher's practice being addressed supportively; a process over time for the teacher to develop and improve the relevant aspect of his practice; ongoing feedback to the teacher from appropriate personnel such as the Academic Head, the DPL and SLT; and appropriate professional support.
- 3.12.5 The TAA may decide that a teacher's practice does not meet the Standards at a point during the Maintenance cycle after a process of ongoing support, feedback and

opportunities for professional development. The TAA must inform NESA within 21 days of the decision. NESA may revoke or suspend the teacher's accreditation.

3.13 Non-payment of Fee and Lapsed WWCC

At any time *during* the Maintenance cycle, if a teacher does not pay the annual accreditation fee or does not renew his WWCC number or receives an interim bar from the Office of the Children's Guardian, their accreditation will be suspended or revoked by NESA.

4.0 Procedures

5.0 Evaluation and Review

The College, via the Principal and the Director of Professional Development, is to ensure that this Policy is updated according to changes to legislation and or NESA requirements and monitored and reviewed according to the policy review schedule. Next review date is 2024.

6.0 Explanatory Notes and Definitions

7.0 Supporting Documents/Acknowledgement

- NESA's Maintenance of Teacher Accreditation Policy
- NESA's Updated Maintenance & PD Requirements Jan 2021 website
- NESA's Interim Revocation, Suspension & Voluntary Cancellation of Accreditation Policy

8.0 Appendices

- Appendix 1: Principal's Attestation to a Teacher's Maintenance of Accreditation
Appendix 2: Guideline for Teachers Maintaining Accreditation (Proficient Level), 2021

Appendix 1:

Principal's Attestation to a Teacher's Maintenance of Accreditation (Proficient Level)

Teacher's Name: Accreditation Number:.....

To maintain accreditation to teach, teachers must demonstrate that their professional practice consistently meets the Australian Professional Standards for Teachers. This is outlined formally in NESAs Maintenance of Teacher Accreditation Policy.

Three months before the end of the current Maintenance cycle, a teacher must access their NESA account to complete a declaration that they have maintained their practice in line with the Standards and that they have completed requirements for Maintenance of Accreditation.

After the teacher has completed the declaration and before the end of the Maintenance cycle, the Principal must attest as to whether or not the teacher has maintained their practice against the Standards through active participation in and contribution to professional activities outlined in the College's PD Framework. For the attestation to be completed, the Academic Head must indicate below which professional activities the teacher has been active in to demonstrate their practice in line with the Standards (Proficient Teacher level). Furthermore, the Academic Head and the Principal must sign and date this Attestation below.

Tick which activities from the PD Framework the teacher has been active in to demonstrate that their practice meets the Standards:

1. Teaching the College programs and the NSW curriculum
2. Working to the Standards by active participation in the College PD Framework
3. Constructing their own annual professional plans by reflection, goal-setting, professional practice, professional learning, receiving feedback and review
4. Meeting their Academic Head to enact their annual professional plan
5. Receiving feedback on their teaching by the Academic Head (and peers)
6. Observing peers for learning and for discussion about effective teaching
7. Active participation in College based PD activities such as Professional Learning Teams (PLTs), Instructional Rounds (IRs), Staff Days and Department Meetings
8. Participation in professional learning, including compliance PD
9. Managing effectively own PD account with NESA

Attestation Statement:

I, the Academic Head of, attest that (the teacher) continues to demonstrate the Standards at Proficient level.

Signature of Academic Head Date.....

I, the Principal, attest that (the teacher) continues to demonstrate the Standards at Proficient level.

Signature of the Principal..... Date.....

Appendix 2:

Guideline for Maintenance of Accreditation (Proficiency) from Feb 2021

Preamble

Teachers accredited at Proficient level or higher must maintain their accreditation to teach.

Maintenance is the *teacher's responsibility*.

Maintenance is a mandatory condition to teach in any school in NSW (and Australia).

A separate Guide will be provided for teachers seeking Maintenance at the two higher levels, Highly Accomplished and Lead Accreditation (HALTS), as there are extra requirements.

Note: This Guideline represents changes to Maintenance effective from 6.2.2021.

The Four Requirements for Maintenance

Teachers maintain their accreditation in four key ways:

Requirement 1: They demonstrate that their **professional practice** meets the Australian Professional Standards for Teachers (the Standards) at Proficient level over the five/seven year cycle.

Requirement 2: They meet the **professional development (PD) requirements** of a minimum total of 100 hours of PD every five years (if full-time) or seven years (if part-time or casual). Within that total, at least 50 hours of NESA-Accredited PD across the four priority areas are required.

Requirement 3: The **annual Accreditation fee** to NESA is paid up.

Requirement 4: They hold a current NSW WWCC or **Working With Children Check number** for paid employment; the WWCC number has been verified by the employer (the College) and NESA; the number begins with WWC followed by seven digits and an E; and the College has been informed by the teacher about the status of his or her WWCC's clearance and eligibility to teach.

This Guideline is designed to assist Proficient teachers into being proactive in maintaining their Accreditation. If one of the above four requirements is not met, then NESA may cancel or suspend a teacher's accreditation to teach in NSW schools.

To make teachers more aware, this Guideline outlines a few key actions for maintaining Accreditation. Also recommended is the information under "Maintenance of Accreditation Transition Arrangements". It and other resources can be located on the NESA website under Maintenance.

Requirement 1: Professional Practice and the Performance & Development Framework

At the end of a Proficient Teacher's Maintenance cycle, the Principal makes the decision, attesting to whether a teacher meets the Standards, based on a teacher's practice and engagement in the range of professional activities that characterise teachers' work contained within the College's Performance and Development Framework (known as the Framework).

These Framework activities include but are not limited to:

1. Teaching in accordance with College programs and the NSW curriculum
2. Teaching and working according to the Australian Professional Standards for Teachers by participating actively in the Framework
3. Constructing their *annual professional Plan* by reflecting on their own professional needs, choosing their own goals, and planning and logging their own PD within the framework of the Standards
4. Meeting the Academic Head to discuss their own annual professional Plan
5. *Receiving feedback* on their own teaching and professional practice through lesson observations by peers and Academic Head
6. *Reflection on effective teaching practice* by *observing peers' teaching* and by participating in discussion about effective pedagogy

7. Ongoing *participation* in school-based professional activities such as *Professional Learning Teams, Instructional Rounds, Staff Days and Staff/ Departmental Meetings*
8. Ongoing participation in professional learning at school and ongoing participation in professional learning within the education community (Elective and Accredited PD).
9. Building professional relationships with peers, students and families.

The Principal must attest as to whether a teacher's practice over time and across professional activities (such as the ones in the Framework above) meets the Standards. The evidence is in the teacher's satisfactory completion of duties and active participation in professional activities such as the ones listed above.

Requirement 2: Professional Development (or PD)

To meet PD requirements teachers must:

- Complete a minimum total of 100 hours of PD in a Maintenance cycle
 - Ensure completion of *at least 50 hours of Accredited PD* within the 100 hours total.
 - Evaluate all Accredited PD listed in their NESA online account
 - Log Elective PD accurately in their NESA online account
- Teachers, not schools, are responsible for identifying their professional needs, and planning and completing PD learning throughout the Maintenance cycle.*

Accredited PD

Accredited PD replaces Registered PD from 2021.

Accredited PD is a course or program run by a PD provider and reviewed (or accredited) by NESA. A sample provider is the TAA (or Teacher Training Australia) and a sample course was "Digital Revolution in the Science Classroom", a one day, six-hour short course for Science teachers some years ago. Such courses will be listed and detailed in the search engine, PD Courses Search, located in teachers' NESA accounts, from about mid-2021. PD providers refer to the relevant Standard Descriptors on their promotional materials to show they are *NESA Accredited* (a course is less than 10 hours; a program greater than 10 hours).

Accredited PD must focus on one of ***four Priority areas***.

- NSW Curriculum and assessment
- Students with disability
- Student mental health
- Aboriginal education and supporting Aboriginal/indigenous students.

When completed, details of Accredited PD are uploaded to teachers' NESA accounts by the PD provider (some providers do this monthly).

Evaluating Accredited PD

Details about a teacher's participation in Accredited PD are entered onto a teacher's NESA account by NESA using information from the PD provider. Teachers need to access their PD account at NESA to *evaluate* an Accredited PD activity by answering NESA questions on the usefulness of that PD. Only then is the Accredited PD credited as completed on the teacher's PD Record. It is advisable for teachers to evaluate an Accredited PD activity within three months of its completion while it is still fresh in mind. This evaluation is quick and easy with no annotations required.

Elective PD

Elective PD replaces Teacher Identified PD from 2021.

Elective PD has not been accredited by NESA. However, Elective PD is not inferior to Accredited PD.

Elective PD is more flexible, giving teachers the opportunity to choose PD that meets their own goals, fits their own work/school context and builds their own knowledge and skills. Elective PD may be done at work or externally.

The teacher links the Elective PD activity with the relevant Standard Descriptor(s).

*Elective PD must be selected from the **approved list of activities** and meet NESA **criteria**.*

Elective PD is logged by teachers in their own NESA account (this includes an annotation).

NESA-Approved Activities for Elective PD

These are activities teachers can log as Elective PD:

- A course or PD activity in one of the Priority Areas that is not NESA-Accredited
- Integrating ICT into teaching practice
- Legislated/mandatory requirements such as anaphylaxis, CPR and child protection
- Meeting professional ethics and responsibilities, including courses on accreditation requirements
- Strategies for effective engagement with parents, carers and the community
- Mentoring, coaching, professional dialogue and observations linked to improving teaching practice
- Educational leadership such as delivering a PD session to peers
- Relevant further study.

Elective PD criteria

When logging Elective PD, teachers need to ensure the PD meets *at least three* of these criteria:

- Improves teaching practice to impact positively on student learning
- Improves student outcomes (could include student well-being, apart from learning)
- Provides opportunities for collaboration, transference and application
- Involves giving and receiving feedback, and/or self-reflection and reflection on peer teaching
- Is research and evidence based.

Logging and Evaluating Elective PD

For Elective PD, teachers will need to nominate which Descriptors they think the professional activity is linked to. They also need to record the date and duration of the PD. These minor details (date & duration) need to be correct particularly because various Oakhill teachers may log the same PD. These PD entries from different teachers need to be consistent for the same PD activity e.g. a one-hour session on Feedback within a Staff Day program in 2019. Teachers also need to write a brief annotation where they explain how that activity addresses the nominated Descriptors. It is advisable to nominate, say one to two Descriptors, and write three sentences per Descriptor (do not list too many Descriptors otherwise your annotation will need to be unnecessarily long!).

Transition Arrangements 2021-2022

All logged Teacher Identified PD and all evaluated Registered PD will count towards teachers' 100 hours of PD from the rollover date of 5.2.2021 (for the new Maintenance requirements).

Proficient Teachers due 2021-2027.

If you complete your 100 hours of PD by or during 2021, regardless of your deadline, you will have met your PD requirements for your current Maintenance cycle (but remember it is not "All over Red Rover"- there are three other requirements for Maintenance such as ongoing effective professional practice). Teachers are expected to continue doing PD.

Proficient teachers due in 2021

If you have not completed your 100 hours of PD by 5.2.2021, your remaining PD hours can be met by meeting Elective PD criteria (as there may be limited Accredited PD courses available in 2021 due to the need for providers to reapply for their courses to be recognised by NESA as Accredited).

Scenario: You are a teacher with Maintenance due in 2021. By 5.2.2021 you have completed 30 hours of Registered & 10 hours of Teacher Identified PD, totalling 40 hours. The remaining 60 hours can be met by completing 60 hours of Elective PD criteria without the need for 20 hours of Accredited PD.

Proficient teachers due from 2022

This category particularly applies to full time pre-2004 teachers due by 31.12.2022.

If your Maintenance is due from 2022 and you have not completed 100 hours of PD, you will need to:

- Complete a minimum of one Accredited course in one Priority area.
- Remaining PD hours can meet Elective PD criteria.

Scenario: You are a teacher with Maintenance due by 31.12.2022 and you have completed and logged 20 hours of Registered and 20 hours of Teacher Determined PD by 5.2.2021, totalling 40 hours. The remaining 60 hours will need to be met by at least one Accredited PD in a priority area and by Elective PD criteria.

Further tertiary study as PD

Further tertiary study refers to undergraduate or postgraduate study which is additional to any pre-service study done to qualify as a teacher. Tertiary study is delivered by universities or other post-secondary institutions and must be classified at or above Level 5 on the Australian Qualifications Framework.

Tertiary study must be relevant to the teacher's area of teaching and must link to the Standards. Tertiary study will be considered for PD recognition as Elective PD once the teacher completes and submits the undergraduate/postgraduate study application form available on the NESA website. This application can be made either before or during the study being undertaken. On the application form the teacher will need to write an annotation linking the unit of study to at least one Standard Descriptor. Completion of tertiary study must fall partly or fully within a teacher's Maintenance cycle to be credited as relevant PD.

The completion of tertiary study as Elective PD will need to be demonstrated via certified transcripts submitted to NESA.

Tertiary study meeting the above criteria will contribute to a teacher's completion of Elective PD.

Requirement 3: Annual Accreditation Fee

Teachers must pay the annual fee to NESA as a condition of their accreditation to teach. Teachers suspended by NESA for non-payment cannot be employed to teach until the outstanding fee is paid up and the suspension is formally lifted by NESA.

Requirement 4: WWCC Clearance

Teachers must have a current WWCC number with E for Employee to maintain their accreditation to teach. The WWCC is administered by the Office of the Children's Guardian.

Coverage of Standards

All seven Standards and their Descriptors do *not* need to be covered over a Maintenance cycle, allowing teachers to choose which Standard Descriptors they wish to focus on.

Timeframes for the Maintenance cycle

Full time teachers have five years while part-time and casual teachers have seven years to complete Maintenance requirements. If employment changes from full to part-time, for instance, a teacher's timeframe can be extended from five to seven years by contacting NESA and providing evidence. E.g. a payslip

Teachers can apply to NESA for an extension of their time frame for reasons such as:

- Child-rearing responsibilities or illness
- Other applicable individual circumstances

Changing Schools During a Maintenance Cycle

The Maintenance decision is made by a teacher's current TAA. Teachers who change schools need to teach in the new school long enough to demonstrate their ongoing practice against the Standards. Generally, this is regarded as at least three months. If necessary, to assist with a Maintenance decision, a TAA may contact a teacher's former TAA if the teacher has been in a new school for only a short period of time.

Summary of Key Actions for Teachers' Maintenance of Accreditation:

1. Update personal and professional details (e.g. current school) in their NESA account
2. Note their Maintenance deadline
3. Continue to work professionally at the level of Proficiency within the Standards
4. Participate in a range of professional activities (the Framework) at work
5. Access their NESA account to log Elective PD (ensure it meets the list of approved Activities and criteria; select a relevant Standard Descriptor; enter correct date and duration; and write an annotation)

6. Access their NESA account to evaluate their Accredited PD within three months of its completion (useful thing to do while the PD is still fresh in one's mind!)
Note: To be credited with Accredited PD hours, teachers must briefly evaluate it
7. Keep a personal log of PD (esp. Elective) over the five/seven-year cycle so that details about PD can be entered periodically into their NESA account
8. Complete 100 hours of PD three months before the deadline
9. Ensure that the PD is a *minimum of 50 hours of Accredited PD* and the balance Elective PD or a mix of both (e.g. 60 hours Accredited PD/40 hours Elective PD)
10. Two to three months before the deadline of their Maintenance cycle, teachers make a declaration in their NESA account that they have maintained their practice re the Standards and have completed all requirements for Maintenance
11. Wait for the Principal and TAA Delegate to endorse the teacher's declaration.

Final Stages of the Maintenance Process

The Principal decides if a teacher has maintained their practice (Requirement 1) against the Standards and the College's PD Framework. The Teacher Accreditation Authority (TAA) Delegate checks the Principal's decision on a teacher's practice (Requirement 1) and then further checks whether the teacher has met the other three Requirements for Maintenance.

Main Acknowledgement:

NESA's website, especially under Maintenance of Accreditation Transition Arrangements (from 6.2.2021) & NESA's Maintenance of Teacher Accreditation Policy
(Updated by Damian Asprey, Director Professional Learning, 31.10.2015, 5.4.2017, 27.2.2018, 3.6.2018, 18.8.2018, 10.9.2018, 5.10.2018, 31.1.2020, 6.2.2021)