

# At a glance: Requirements for gaining accreditation

Proficient	Highly Accomplished	Lead
<b>Timeframe</b>		
<p>Permanent full time teachers at this <b>mandatory</b> stage have <b>two</b> years to gain accreditation.</p> <p>Part time teachers have the <b>equivalent of two years</b> full time service to gain accreditation.</p> <p>Casual teachers have a maximum of <b>five</b> years to complete their accreditation at Proficient Teacher if provisionally accredited, and a maximum of <b>six</b> years if conditionally accredited.</p> <p>Teachers are required to know the date that NESAs has advised that their period of accreditation will end.</p> <p><a href="#">DoE Accreditation at Proficient Teacher Procedures Section 4.5 – 4.6.2, Pages 5-6.</a></p> <p><a href="#">NESAs Policy for Accreditation at Proficient Teacher Sections 5.5-5.6, Page 4.</a></p>	<p>Teachers seeking accreditation at this <b>voluntary</b> stage have a maximum of <b>three</b> years to gain accreditation.</p> <p>Before commencing accreditation at Highly Accomplished, teachers need to be assessed as satisfactory in their <b>two</b> most recent annual performance and development assessments.</p> <p>DoE Accreditation at Highly Accomplished and Lead Teacher Procedures:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Section 9, Page 6</a></li> <li>▪ <a href="#">Section 3, Pages 3-4.</a></li> </ul> <p>NESAs Policy for Accreditation at Highly Accomplished and Lead Teacher:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Section 6.3, Page 5</a></li> <li>▪ <a href="#">Section 7.1, Page 6.</a></li> </ul>	<p>Teachers seeking accreditation at this <b>voluntary</b> stage have a maximum of <b>three</b> years to gain accreditation.</p> <p>Before commencing accreditation at Lead, teachers need to be assessed as satisfactory in their <b>three</b> most recent annual performance and development assessments.</p> <p>DoE Accreditation at Highly Accomplished and Lead Teacher Procedures:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Section 9, Page 6</a></li> <li>▪ <a href="#">Section 3, Pages 3-4.</a></li> </ul> <p>NESAs Policy for Accreditation at Highly Accomplished and Lead Teacher:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Section 6.3, Page 5</a></li> <li>▪ <a href="#">Section 7.1, Page 6.</a></li> </ul>
<b>Evidence of achievement</b>		
<p>Teachers demonstrate their achievement at this stage by collecting a sample of supporting evidence drawn from their classroom practice.</p> <p>The evidence that demonstrates teachers have met these requirements may be made up of about 6 annotated documents of approximately 3-4 pages each, where a piece of evidence could meet multiple descriptors across standards.</p> <p>When the school is confident that the teacher has met all Standard Descriptors at the Proficient teacher stage, the school completes the teacher’s Accreditation at Proficient Teacher Report. This written report accompanies the teacher’s supporting evidence.</p> <p><a href="#">DoE Accreditation at Proficient Teacher Procedures Section 4.8.3, Pages 7-8.</a></p> <p><a href="#">NESAs Evidence Guide for the Proficient Teacher Standards Section 1, Pages 1-5.</a></p>	<p>Teachers demonstrate their achievement at this stage by collecting documentary evidence against <b>all</b> 37 Standard Descriptors at the Highly Accomplished teacher stage.</p> <p><b>Three</b> forms of evidence are required:</p> <ul style="list-style-type: none"> <li>▪ annotated documentary evidence (including two observation reports, one of which must be by the principal)</li> <li>▪ reports from a minimum of three referees and a maximum of eight (including the principal, a teacher colleague and a teacher who has received professional support)</li> <li>▪ a report based on the external observation (where three sessions of teaching practice will be observed).</li> </ul> <p>The teacher develops their application online through the <b>NESAs</b> website and can add to their application over time.</p> <p><a href="#">DoE Accreditation at Highly Accomplished and Lead Teacher Procedures Section 11 – 11.4, Pages 7-8.</a></p> <p><a href="#">NESAs Policy for Accreditation at Highly Accomplished and Lead Teacher Section 7.2, Pages 7-9.</a></p>	<p>Teachers demonstrate their achievement at this stage by collecting documentary evidence against <b>all</b> 37 Standard Descriptors at the Lead teacher stage.</p> <p><b>Three</b> forms of evidence are required:</p> <ul style="list-style-type: none"> <li>▪ annotated documentary evidence (including two observation reports, one of which must be by the principal)</li> <li>▪ reports from a minimum of three referees and a maximum of eight (including the principal, a teacher colleague and a teacher who has received professional support)</li> <li>▪ a report based on the external observation (where three sessions of teaching practice will be observed).</li> </ul> <p>The teacher develops their application online through the <b>NESAs</b> website and can add to their application over time.</p> <p><a href="#">DoE Accreditation at Highly Accomplished and Lead Teacher Procedures Section 11 – 11.4, Pages 7-8.</a></p> <p><a href="#">NESAs Policy for Accreditation at Highly Accomplished and Lead Teacher Section 7.2, Pages 7-9.</a></p>
<b>Evidence of achievement – Additional requirements</b>		
		<p>At the Lead teacher stage, teachers also need to complete a Lead Initiative. This initiative needs to link to the School Plan or Department priorities and take place over a period of six months or more.</p> <p>Teachers need to discuss their Lead Initiative with the principal and seek their support. A statement about the Lead Initiative is included in the teacher’s annotated documentary evidence. One referee needs to refer to this Lead Initiative and its impact in their report.</p> <p><a href="#">DoE Accreditation at Highly Accomplished and Lead Teacher Procedures Section 11.4, Page 8.</a></p> <p><a href="#">NESAs Policy for Accreditation at Highly Accomplished and Lead Teacher Section 7.2, Pages 7-8.</a></p>
<b>Submission of evidence</b>		
<p>The teacher, with the assistance of the supervisor, reviews and selects their evidence towards the end of the accreditation period. A report and the accompanying evidence is then submitted to the Teacher Accreditation Authority (TAA).</p> <p>The TAA for teachers and executive is their school principal, while the TAA for school principals is the Director, Public Schools NSW.</p> <p><a href="#">DoE Accreditation at Proficient Teacher Procedures Section 4.8.3, Pages 7-9.</a></p> <p><a href="#">NESAs Policy for Accreditation at Proficient Teacher Section 5.7, Page 4.</a></p>	<p>Teachers are responsible for deciding when to submit their evidence within the maximum timeframe.</p> <p>Teachers submit their completed application online to the Teacher Accreditation Authority (A/L) through the <b>NESAs</b> website.</p> <p>The TAA (A/L) at the Highly Accomplished teacher stage is the Director, Public Schools NSW.</p> <p><a href="#">DoE Accreditation at Highly Accomplished and Lead Teacher Procedures Section 12, Pages 9-11.</a></p> <p><a href="#">NESAs Policy for Accreditation at Highly Accomplished and Lead Teacher Section 7.1, Page 6.</a></p>	<p>Teachers are responsible for deciding when to submit their evidence within the maximum timeframe.</p> <p>Teachers submit their completed application online to the Teacher Accreditation Authority (A/L) through the <b>NESAs</b> website.</p> <p>The TAA (A/L) at the Lead teacher stage is the Director, Public Schools NSW.</p> <p><a href="#">DoE Accreditation at Highly Accomplished and Lead Teacher Procedures Section 12, Pages 9-11.</a></p> <p><a href="#">NESAs Policy for Accreditation at Highly Accomplished and Lead Teacher Section 7.1, Page 6.</a></p>

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