

Accreditation Requirements for NSW Teachers

The following information is specifically for the NSW teaching context. If you are endeavouring to teach in another context, it will be important to investigate that country/state's specific requirements. Most contexts now have rigorous accreditation and registration requirements, designed to ensure teacher quality and alignment with the level of expertise similar if not superior to other professions. Most other contexts can be researched using the Web. For the sake of simplicity, we have only included the requirements for NSW.

The information listed below is accurate as of the 5 May 2019. It is incumbent upon you to ensure that when you are at this critical stage in your career, you ensure that you have the most relevant and accurate information. Accreditation matters have historically moved fast and without warning of changes to policy. Please don't allow yourself to be caught out.

Go to the Teach.NSW site: <https://teach.nsw.edu.au/find-teaching-jobs/returning-teachers> and <http://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/provisional-conditional/how-does-accreditation-work/>

Explore the sites for details about

Provisional accreditation

Conditional accreditation

Registered in another State

Accreditation Policy

Documentation

Proficient Teacher Accreditation

Some of the anxiety that you may be feeling at the moment is very understandable and for the first time long term teachers who have not required accreditation are also feeling the same way as the next couple of years will see them also needing to go through the process in a one off accreditation and then to maintain accreditation as we all do.

Accreditation at Proficient Teacher (PT)—the process

The next level of mandatory accreditation is a one off process and this will see you accredited at the level of PT. Achieving accreditation at this level is your own responsibility and not that of your principal or external agency. There are several things that you need to be aware of and I'll outline some here, but the onus is on you to ensure that you fully explore your obligations and be responsible in meeting all requirements. *This is particularly challenging for the casual teacher* as you may already be aware. A proactive approach is recommended.

How it works?

Follow this link to see the requirements for PT accreditation.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/>

Also, the booklet *Teachers Progressing to Proficient Teacher* guide will be a beneficial read.

Timeframes for PT accreditation

There advice on the NESAsite that is relevant and timely. It says to be clear about how much time you have to complete your accreditation. Do not leave it until the last minute—and here I am talking about the last 12 months. It takes more time than you think to gather your evidence and write your annotations. I have been personally aware of several teachers who did not take this information to heart and are now not teaching due to not being able to meet the requirements. This is not the fault of the TAA or NESAs, as the individuals did not take the process seriously and did not make a quality submission. *This is totally avoidable* by following the advice aforementioned.

Collecting evidence

Take note also of the role of the annotations. These provide the context of your work samples and it is the two pieces of information together that enable the TAA to make their decision. Therefore, a succinct and professional annotation is critical.

There are specific requirements for the amount of teaching blocks required before you can submit your application for PT accreditation. Refer to *Advice for Casual and Part-Time Teachers* attached later in this topic, to determine timeframes and other important information. My advice is to gather at every stage, after every block, and have the school stamp it and relevant person (usually the principal or your supervisor) sign the evidence. Then, if you are working at several schools, you will have validated evidence and will not need to revisit those sites sometime in the future and expect a principal to sign something that she/he may not feel comfortable validating. Staff changes can also make collecting this evidence difficult if you leave it too long.

Your TCH30001 Portfolio may be a useful beginning point. I know of several students who have continued to develop their Portfolio for this reason.

The accreditation report

Here is the link to information regarding the accreditation report.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/proficient-teacher/accreditation-report>

The Australian Professional Standards

I am sure that you are very aware of these and have a copy to hand (useful to include in the portfolio).

Other states

It is beyond the scope of this unit to exhaustively cover the same detail for each state. You are enrolled in a NSW University which, in the first case, must meet NSW accreditation requirements. Accreditation in NSW allow accreditation in other states and also many overseas countries.