

Provider procedures manual

Information for providers (October 2023)

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Purpose

NESA accredits professional development (PD) courses in alignment with the [Accreditation of Professional Development Courses Policy](#) (the Policy) and Australian Professional Standards for Teachers (the Standards). Once accredited, providers can deliver NESA accredited courses that contribute to teacher maintenance of accreditation requirements.

The purpose of this document is to guide and support providers apply to deliver or renew NESA Accredited PD. The document unpacks all requirements of the Policy and demonstrates how they can be met in the application for course to accredited or renewed as NESA Accredited PD.

We recommend you read this document and complete the Information for providers of professional development course to support your understanding of the application process. If you are an accredited teacher in NSW, you can access these courses anytime in [NESA Learning](#). Other providers can contact pd@nesa.nsw.edu.au for access.

Understand the role of professional development in teacher accreditation in NSW

NSW teacher accreditation

Teachers in NSW must hold active accreditation with NESA to teach in a NSW school/service. Accreditation is based on the quality teaching practices described by the Australian Professional Standards for Teachers (the Standards). The Standards are a nationally agreed set of practices that describe what constitutes quality teaching for every teacher, regardless of system, school, service or employment type.

In NSW, accreditation is the structured process where teachers are recognised as meeting the Standards. There are two mandatory levels of accreditation, provisional/conditional and Proficient Teacher. There are also two voluntary levels of accreditation, Highly Accomplished and Lead Teacher. All teachers accredited at Proficient, Highly Accomplished or Lead Teacher level must maintain their accreditation.

Professional development requirements

Teachers maintaining accreditation at Proficient, Highly Accomplished or Lead Teacher level must participate in ongoing PD that relates to the Standards at or above their accreditation level. Teachers are required to participate in 100 hours of PD within a maintenance period. Fifty of those hours must be Accredited PD, and the balance can be made up of Elective PD.

Of the Accredited PD, teachers must complete at least one NESA Accredited PD course from each of the mandatory priority areas:

- delivery and assessment of the NSW curriculum/EYLF
- student/child mental health
- students/children with a disability
- Aboriginal education and supporting Aboriginal students.

Teachers may also complete NESA Accredited PD in the optional priority area:

- leadership to support the learning outcomes of students/children.

Elective PD is flexible and allows teachers to meet their professional and contextual needs. Teachers can log PD courses and activities that do not align to a priority area as Elective PD. Examples of Elective PD includes:

- any course or activity in a priority area that is not accredited
- efforts to integrate ICT into teaching practice
- meeting professional ethics and responsibilities, including courses on meeting teacher accreditation requirements
- relevant further study
- professional commitment activities.

Review the Accreditation of Professional Development Courses Policy (the Policy)

The Policy outlines the requirements for the accreditation of professional development courses for NSW teachers. It states that accredited courses must align to the principles of effective professional learning (the Principles). The Principles state that NESA Accredited PD courses must align to the prescribed priority areas.

The Policy also describes provider obligations, renewal and cancellation of course accreditation, and our quality assurance process.

All providers must read and be aware of the Policy and associated obligations. When completing an application for NESA Accredited PD you will declare that your organisation (the provider) will comply with the requirements of the Policy.

Provider obligations are in Sections 4.1 and 4.2, Section 6, and Section 9.1. Before applying to have a course accredited with NESA as Accredited PD, you must be aware of these provider obligations.

Access the Policy [here](#) and read through it carefully.

Examine the Principles of effective professional learning

The principles of effective professional learning (the Principles) privilege and promote evidence-based professional learning practices that lead to improved teaching and learning.

All courses must meet NESA's 8 principles of effective professional learning.

The course description section of the application form is where the Principles are assessed. The examples below show what may or may not be included in the course to meet the Principles.

The evidence base

The evidence base describes the research that broadly supports the pedagogical practices that are promoted in any course. The research is student/child focused and supports improved learning in schools/services.

The evidence base should also inform the course design, development of learning goals and course content.

The requirement for the evidence base is broadly across the Principles and most apparent in:

- principle 1: the course is content focused; where some aspects or mandatory features require teaching strategies to be evidence-based
- principle 2: the course demonstrates coherence; where the evidence base should align with the learning goals and course design
- principle 6: the course includes models of/modelling effective teaching practice; where the course must describe effective evidence-based teaching and learning practices.

Example that exceeds the evidence base

- The evidence base:
 - includes relevant and recent peer reviewed citations that describe pedagogical practices that support improved student/child learning
 - informs the course design, learning goals and course content.

Example that meets the evidence base

- The evidence base:
 - includes references that describe pedagogical practices that support improved student/child learning
 - aligns to the learning goals and course description as summarised in Section 4.

Examples that do not meet the evidence base requirements

- The evidence base does not broadly support the pedagogical practices within the course content
- The evidence base only includes references from unreliable sources, such as commercial websites, blogs, newspaper articles or podcasts
- The evidence base does not align with the learning goals or the course content
- The evidence base includes references that do not show improved student/child learning.

Principle 1: The course is content focused

The course is content focused means that the course content is clearly aligned with the NESAs content criteria of a priority area.

The course must meet the following 2 criteria:

- focuses on content that meets at least one aspect of the NESAs content criteria for the nominated priority area; and
- meets the mandatory features of the NESAs content criteria for the nominated priority area.

See the [research underpinning principle 1](#).

Example that exceeds principle 1

- The majority of the course content aligns to the most relevant 1 or 2 aspects; AND the relevant mandatory features are met.

Example that meets principle 1

- The majority of the course content aligns to the nominated aspects; AND the relevant mandatory features are met.

Examples that do not meet principle 1

- Less than an hour of the course content relates to an aspect.
- Numerous aspects are selected, but the majority of the course content only relates to 1 or 2 aspects.

Priority areas and NESAs content criteria

The priority areas are supported by NESAs content criteria that specifically outlines course content that is eligible for accreditation, across the career stages. Courses that include content that falls predominately outside the NESAs content criteria can be recorded by teachers as Elective PD.

You should read and use the NESAs content criteria and consider these when developing the course content.

Understanding the NESAs content criteria

NESAs content criteria are organised into focus areas, aspects, mandatory features and related Standard Descriptors.

The focus area is a high-level overview of eligible course content within the priority area. Once you find a relevant focus area, you should read the associated aspects. The aspects describe in detail the eligible content for the course. Each aspect has a unique code.

Mandatory features are aligned to focus areas and aspects. They describe any requirements the course must meet.

The related Standard Descriptors list the Standard Descriptors that are relevant to each focus area and aspect.

Below is a sample of the NESAs content criteria for the students/children with disability priority area at the Proficient Teacher career stage.

Focus	Aspects A course must address at least one aspect.	Mandatory Features A course must meet all the mandatory features associated with the chosen aspect/s.	Related Standard Descriptors A course needs to enable teachers to meet at least one of these descriptors in their practice. NB. These standard descriptors are from the Australian Professional Standards for Teachers.
Understanding students/children with disability	D-PT-1a Developing knowledge and understanding of an identified disability. D-PT-1b Developing knowledge and understanding of complex and developmental trauma and its impacts on learning and behaviour for students/children with disability. D-PT-1c Developing understanding of evidence-based practices for personalised learning and reasonable adjustments, in accordance with	<ul style="list-style-type: none"> Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation. 	1.1.2 Using teaching strategies based on knowledge of students, physical, social and intellectual development and characteristics to improve student learning. 1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Nominating a priority area and career stage

You can select one priority area and career stage for each course application. We recommend you read the NESAs content criteria for the priority area and career stage you expect the course to apply for. You may need to read more than one NESAs content criteria to inform this decision.

The career stages represent the increasing level of knowledge, practice and professional engagement for teachers. NESAs Accredited PD reflects the scope and complexity of its nominated career stage. The scope of PD based on each of the career stages is as follows:

- Proficient Teacher: PD focuses on the individual teacher's practice and their students' achievement.
- Highly Accomplished Teacher: PD focuses on enabling the teacher to lead a small team of colleagues as well as addressing the teacher's individual practice and their students' achievement.
- Lead Teacher: PD focuses on enabling the teacher to lead school-wide initiatives, as well as addressing the teacher's individual practice and their students' achievement.

Selecting aspects and Standard Descriptors

Read the NESAs content criteria for the priority area and career stage you intend to nominate and find the focus areas that relates to your course content.

Once you have found the focus areas that your course content relates to, you will need to identify at least one relevant aspect. A course may address aspects from more than one focus area. NESAs recommends that only the most relevant one to two aspects are selected.

When selecting focus areas and aspects, you will need to ensure your course content will meet the associated mandatory features.

Next, select from related Standard Descriptors that are most relevant to the course. Participants should be able to meet these Standard Descriptors either during or after the course. You may only nominate Standard Descriptors from the related Standard Descriptors column. The course does not need to address all the related Standard Descriptors.

The NESAs content criteria for the priority areas are:

- Delivery and assessment of NSW Curriculum/EYLF
 - Proficient Teacher
 - Highly Accomplished
 - Lead Teacher
- Student/child mental health
 - Proficient Teacher
 - Highly Accomplished
 - Lead Teacher

- Students/children with disability
 - Proficient Teacher
 - Highly Accomplished
 - Lead Teacher
- Aboriginal education and supporting Aboriginal students/children
 - Proficient Teacher
 - Highly Accomplished
 - Lead Teacher
- Leadership to support the learning outcomes of students/children
 - Proficient Teacher
 - Highly Accomplished
 - Lead Teacher

Principle 2: The course demonstrates coherence

The course demonstrates coherence means that the course is structured in a logical manner and aligns to the Standards, curriculum, Early Years Learning Framework (EYLF) or policies.

The course must do all of the following:

- address the intent of the targeted Standard Descriptor(s)
- be aligned with: NSW Curriculum/EYLF; or be aligned with relevant legislative and regulatory requirements and is consistent with government and/or sector policies
- have content and activities that are logically sequenced and directed towards achieving the stated learning goals.

See the [research underpinning principle 2](#).

Example that exceeds principle 2

The learning goals and the course content:

- are clearly linked to the practice described in the nominated Standard Descriptors
- clearly addresses syllabus content or outcomes, EYLF, relevant legislative or regulatory requirements, or policies
- are clearly aligned in a logical order.

Example that meets principle 2

The course content:

- aligns to the practice described in the nominated Standard Descriptors
- makes references to syllabus content or outcomes, EYLF, relevant legislative or regulatory requirements, or policies
- matches the learning goals.

Examples that do not meet principle 2

- The course description does not refer to syllabus content or outcomes EYLF, relevant legislative or regulatory requirements, or policies
- Learning goals that:
 - summarise the content of the course

- are Standard Descriptors or aspects reworded
- participants achieve outside of the course.
- The course description does not align with the practice outlined in the nominated Standard Descriptors.
- The application form lists Standard Descriptors not related to the nominated aspects.
- The application form includes syllabuses, legislative or regulatory requirements, or policies that are not relevant to NSW teachers.
- The application form includes outdated syllabuses, EYLF versions, legislative or regulatory requirements, or policies.

Principle 3: The course meets NESAs duration requirement

The course meets NESAs duration requirements means that the course must be 1 hour or more in duration and include only time spent learning. The duration must be in multiples of 30 minutes.

See the [research underpinning principle 3](#).

Examples that exceed principle 3

- The course is at least one hour in duration and provides participants with opportunities to implement the learning in between parts or modules, then to reflect on the implementation.
- The course is more than 10 hours and is broken down into multiple courses and applied across multiple application forms.

Example that meets principle 3

- The course is at least one hour in duration and includes only time spent on learning.

Examples that do not meet principle 3

- The course is less than 1 hour in duration.
- The course includes networking, team building activities, meal, or rest breaks in the total duration.
- The course includes the implementation of learning, such as pre, in between or post course activities in the total duration.
- The course includes more than 10 minutes spent on unstructured Q&A or panel discussions in the total duration.
- The course includes activities that are overestimated in duration.
- The course includes activities that would be considered participants' normal work, such as writing whole programs, faculty meetings, or suggested collaborative discussions.

Principle 4: The course recognises the experience and prior knowledge of participants

The course recognises the experience and prior knowledge of participants means that the course is tailored to the target audience, their age or Stage groups and their career stage.

The course must:

- identify a target audience

- be relevant to the participants' professional experience and/or career stage (i.e. Proficient, Highly Accomplished, Lead).

See the [research underpinning principle 4](#).

Example that exceeds principle 4

- The course includes models, examples, case studies, or tasks that are directly related to the nominated target age or Stage group, or educational context; and discussions or activities where participants from similar age or Stages are grouped together.

Example that meets principle 4

- The course includes an example, model or activity for each of the nominated target age or Stage group; and is relevant to the participants' career stage.

Examples that do not meet principle 4

- The course content and examples are not relevant to participants' Stage groups, e.g. examples and models are appropriate for high school students, but early childhood and Stages 1, 2 and 3 are selected.
- The course content, examples or activities are misaligned to the participants' career stage, e.g. content is appropriate for graduate or Highly Accomplished teachers, when the Proficient Teacher career stage is selected.
- The course does not include examples, models or activities that address all the selected age or Stage groups throughout the course description.
- The course content includes models, examples or activities that are not designed for an appropriate educational context, e.g. content relating to adult learning.

Principle 5: The course is job-embedded and/or provides opportunities for transference of learning

The course is job-embedded and/or provides opportunities for transference of learning means that the course must be specifically designed for teachers and teaching students/children in an educational context; and/or provides opportunities for participants to implement learning into practice.

The course must:

- show examples of how course content can be used in teaching and learning practice
- show opportunities for transference of learning into teaching and learning practice.

See the [research underpinning principle 5](#).

Examples that exceed principle 5

- The course includes activities that enable participants to apply new learning into teaching and learning, e.g. annotating or adjusting a lesson plan, day plan, unit of work, scope and sequence or program.
- The course includes teaching and learning case studies, where participants are required to reflect on the teaching practice.
- The course includes worked examples of syllabus content, addresses common misconceptions students may have and explains how to support students to understand the content.

Example that meets principle 5

- The course includes an activity or example, which is structured and guided by the presenter, showing how the course content can be applied in teaching and learning.

Examples that do not meet principle 5

- The course includes a significant portion of content that is not relevant to teaching and learning.
- The course includes activities where participants discuss how to apply course content into teaching and learning without guidance or support from the presenter.
- The course includes activities that would be considered participants' normal work, such as writing whole programs, faculty meetings, or suggested collaborative discussions.

Principle 6: The course includes models of/modelling effective teaching practice

The course includes models of/modelling effective teaching practice means that the course includes models of evidence-based teaching and learning practices and may include the presenter modelling these practices.

The course must:

- outline to participants, models of effective evidence-based teaching and learning practices relevant to the course content. This could but does not have to involve modelling the practices; and/or
- provide opportunities for participants to utilise these models of effective evidence-based teaching and learning practices.

See the [research underpinning principle 6](#).

Examples that exceed principle 6

- The course describes models of evidence-based teaching and learning practices and demonstrates how the models can be used with or across syllabus(es) or EYLF. The models are cited in the evidence base.
- The course explicitly breaks down the models of evidence-based teaching and learning practices and tailors the modelling of these practices to the selected age or stage group.
- The course describes models of evidence-based teaching and learning practices and demonstrates it through lesson plans, units of work, student/child work samples or assessment data.
- The course describes models of evidence-based teaching and learning practices and the presenter shows their thinking when modelling the practice.
- The course describes models of evidence-based teaching and learning practices, which includes a definition or key steps within the model.

Example that meets principle 6

- The course describes and demonstrates in action models of evidence-based teaching and learning practices.

Examples that do not meet principle 6

- The course includes models that are not relevant to a school/service content.
- The citations in the evidence base do not broadly support the models described in the course.
- The citations broadly support a model that is not relevant to school/service teaching and learning, e.g. the model is relevant to adult learning.
- The course includes models that are deemed effective based on experience rather than an evidence base.
- A small portion of the course describes models of evidence-based teaching and learning practices, but a substantial portion of the course describes models that are not evidence-based or not relevant to school/service teaching and learning.

Principle 7: The course supports active collaboration

The course supports active collaboration means that the course provides opportunities for participants to work jointly with other education professionals to apply course content into teaching and learning.

The course must provide:

- opportunities within the course for active collaboration with others; and/or
- suggestions for collaboration that participants undertake in their educational setting or teaching and learning context.

See the [research underpinning principle 7](#).

Examples that exceed principle 7

- The course includes monitored break out rooms, where participants collaboratively respond to guided questions.
- The course includes a guided collaborative activity where participants work together to implement or plan to implement learning in their teaching context.

Examples that meet principle 7

- The course provides explicit instruction on how to work with colleagues to implement new learning in their educational context.
- The course includes a moderated forum where there is a mandatory requirement for participants to respond both to a question and the responses of other participants.

Examples that do not meet principle 7

- The course suggests or requests participants to discuss course content that is not structured by guiding questions.
- The course suggests or requests participants to share course notes with colleagues from their school/service.
- The course suggests or requests participants to discuss content not related to the course or teaching and learning.
- The course requires participants to comment in a chat, text box or forum that is not monitored or moderated, nor have a mandatory requirement for participants to comment on other posts.

- The course uses tentative language (e.g. consider, you may wish to, you can) when making suggestions for collaboration that participants undertake in their educational setting or teaching and learning context.

Principle 8 The course supports opportunities for feedback and reflection

The course supports opportunities for feedback and reflection means the course must provide opportunities for participants to evaluate teaching and learning practices of themselves or others, in relation to course content.

The course must:

- require participants to give or receive feedback on teaching and learning practice; and/or
- require participants to reflect on their own teaching and learning practice or the teaching and learning practice of others.

See the [research underpinning principle 8](#).

Examples that exceed principle 8

- The course includes open ended questions where participants reflect on the course content and their own teaching and learning. Open ended questions may be based on thinking routines or exit tickets, e.g. I used to think, but now I think; 3-2-1 exit tickets; how did I do this, why did I do it this way, now I will.
- The course includes a text box to respond to a reflection question that is based on applying the course content into the participants own teaching and learning context; where a modelled reflection response is provided after the participant answers the question.

Examples that meet principle 8

- The course has at least 1 reflection question or feedback activity that is based on applying the course content into the participant's own teaching and learning context.
- The course has an activity where participants are required to provide feedback to another participant's teaching and learning practices.
- The course requires participants to provide feedback on the teaching practices demonstrated through a role play.

Examples that do not meet principle 8

- Course evaluations on the course content or delivery.
- Reflection questions or activities that check for participant understanding of course content.
- Reflection questions or feedback activities that considers participants teaching and learning, but with no application of the course content. E.g. how do you currently? What occurs in this situation?
- Questions are closed or not related to teaching and learning. E.g. could I do this better? How can I change my view on?
- The course uses tentative language when directing participants to reflect, for example consider how you might.

Apply to have a course accredited as NESA Accredited PD

Once you have familiarised yourself with the Policy, the Principles and the NESA content criteria you may begin your application to deliver NESA Accredited PD.

Application form

Download the application form from the NESA website. You can only submit one course per application. There are two types of forms:

- NESA Accredited PD application – for courses and single stream conferences
- Multi-stream conference application – for multiple simultaneous stream conferences. A multiple simultaneous stream conference has various workshops running at the same time, which teachers have must choose workshops to attend.

The forms are developed in Microsoft Word. If you use another word processor, you will need to type in your responses manually instead of using the drop-down menus.

The following guidelines will support your completion of the application form. We recommend you read this alongside the application form.

Sections 1 & 2: Provider details and Course overview

Sections 1 and 2 provide an overview of the organisation (the provider) and of the course.

Guidelines to complete Section 1 and Section 2

1. Respond to the guiding questions on the application form to complete these sections
2. If you are completing an application for the first time you will need to complete a [Fit and Proper Persons Declaration](#) for the Highest Responsible Officer (HRO)
3. Select the mode of delivery from the following options:
 - in person or live virtual – the course delivered in person or live virtual methods only
 - online on demand – the course delivered in a self-paced online-on-demand format only.
 - blended – the course has some in person or live virtual and online on demand components only.

Section 3: Course requirements

The purpose of Section 3 is to list the nominated aspects, Standard Descriptors, mandatory features, syllabuses and target Stages. This section plays an important role in the assessment of Principles 1 and 2. NESA officers assess if the nominated aspects, Standard Descriptors, mandatory features, syllabuses and target stages align with information provided in Section 4: Course description.

Guidelines to complete course requirements

1. From the drop-down options select a career stage and priority area for your course
2. Use the NESA content criteria to nominate aspects that the course best aligns to. Type the code for the nominated aspects in the textbox provided, e.g. C-PT-1b

3. Select the relevant mandatory feature from the drop-down options provided. The NESAs content criteria lists the mandatory features associated with the chosen aspects. In the text box, describe how the course meets the relevant mandatory feature
4. If there is more than one mandatory feature for your chosen aspect, you will need to select and respond to each mandatory feature. Leave any additional rows blank
5. Type the related Standard Descriptors that are relevant to the course. You may only select the related Standard Descriptors associated with the nominated aspect. The NESAs content criteria lists the related Standard Descriptors for each aspect and focus area
6. Use the drop-down options to respond to How the course relates to the NSW syllabuses/EYLF. The response to this question is related to the mandatory feature of the nominated aspect. If the course:
 - is in the Delivery and assessment of NSW syllabuses/EYLF priority area
 - nominates aspects from focus areas 2 and 4 in the Students/children with disability priority area
 - nominates aspects from focus areas 3 and 4 in the Aboriginal education and supporting Aboriginal students/children priority area
 one of the following options must be selected:
 - Content is specific to one or more identified syllabuses or the EYLF
 - Content is not specific to an identified syllabus; participants will choose a syllabus to apply it to.
7. Type in the textbox to list the NSW syllabuses/EYLF related to the course. If you have selected Content is specific to one or more identified syllabuses, you must list the relevant syllabuses here
8. Use the check boxes to select from the target Stages.

Evidence base

The purpose of the evidence base is to provide a summary of the research that underpins the design of the course. The evidence base must be relevant to an early childhood or school context.

Guidelines to complete the Evidence base

1. List the pedagogical practices or models that appear in the course using dot points
2. In the reference table, list the references. These should include authors, year of publication, title, publisher, and DOI or website (if available). E.g. (Smith, 2023), A sample citation, Brightspark publishing, DOI: 10.1000/182
3. In the Summary of reference column table next to each citation, write a brief description of the reference. This should include how each reference has informed the design of the course and shaped the pedagogical practices examined through the course.

Course learning goals

The purpose of the learning goals is to list goals that align with course content, nominated aspects and Standard Descriptors. This section plays an important role in the assessment of Principles 1 and 2. NESAs officers assess if the learning goals align to the course description.

The learning goals should describe what participants gain from the course.

Guidelines to complete the learning goals

1. Use the dot points to list sequenced learning goals. The learning goals should align to the course content described in Section 4: course description
2. List learning goals that begin with the sentence starter: participants will...

Section 4: Course description

The purpose of Section 4 is to describe course content and delivery so NESAs officers can assess alignment with the nominated aspects and Standard Descriptors, and ensure the Principles are met. The guidelines below are tailored for users of Microsoft Word. If you are using another word processor, you will need to manually create new rows, and type in information rather than using the drop-down lists.

Guidelines for Course description

1. Break down the course into small, thematic parts. Each row in the table represents a part of the course. The parts are labelled in alphabetical order automatically. Type the duration of each part by clicking on the red text in the text box
2. In the Mode of delivery column, select a mode from the drop-down options. If your course has a blended mode of delivery, you will need to add a new row each time the mode of delivery changes
3. In the Delivery and engagement column, you will need to select from the drop-down options to indicate how the participants engage with the course content. If you select other, you will need to describe it in the line below.
4. In the Course content column, describe the content being presented to the participants. You should specifically describe any models, modelling, teaching strategies, examples across age or Stage groups, syllabus content or outcomes that the participants will learn about. You should also include any questions participants are expected to answer, and descriptions of videos, activities or case studies.
5. To create more parts, click on the + button at the right-hand side of the table. This will create a new row with duplicate information from above. You will need to overwrite the duplicate information. Alternatively, you can put the cursor in the bottom right-hand cell and click the Tab key.

Section 5: Declaration

The purpose of Section 5: Declaration is to ensure that providers comply with the requirements of the Policy.

You must answer each question. If you select no to any of the questions, then the course may not be eligible for accreditation.

Submitting your application

Save your application as a PDF. Submit your application by email to pd@nesa.nsw.edu.au with the subject line Application to deliver a NESAs Accredited PD course. You will receive an email acknowledging your application within 2 business days.

Please note, you cannot promote or deliver the course as NESAs Accredited PD until after you have

received a successful outcome notification.

NESA decides on the outcome of your application

The final part of the process is an outcome of the application. NESA will assess your application and advise the outcome between 4 – 6 weeks from the date of submission. You will receive notification of the decision by email.

If the course is successful, the course will have 2 years accreditation.

If the course is unsuccessful, please read the feedback carefully if you choose to resubmit your application.

Frequently asked questions

How does NESAs assess applications?

NESA uses a strengths-based approach when assessing teacher professional development (PD) courses against the Principles. This means that assessments are based on where the course meets the Principles, rather than what the course is lacking.

NESA also uses a risk-based assessment, where courses with difficult knowledge or contentious information can either be referred to a panel or not be accredited, even if all the Principles have been met.

All 8 Principles must be met for the course to be accredited.

Is my course Elective PD?

The following activities and course content can be considered for Elective PD:

- any course or activity in a priority area that is not accredited
- efforts to integrate ICT into teaching practice
- meeting professional ethics and responsibilities, including courses on meeting teacher accreditation requirements
- relevant further study
- professional commitment activities.

What if my course aligns to more than one priority area?

You can only select one priority area for each course. You will need to decide which priority area is the best fit for your application. Use the NESAs content criteria to help inform this decision.

We recommend you read the NESAs content criteria in each of the priority areas you are considering and look closely at the focus areas, aspects and Standard Descriptors. Identify which aspects and Standard Descriptors the course aligns to. Also note the mandatory features and ensure that your course will meet this mandatory feature.

How do I select a career stage?

The four career stages in the Standards provide benchmarks to recognise the professional growth of teachers throughout their career. There are four career stages: Graduate (provisionally or conditionally accredited), Proficient Teacher, Highly Accomplished and Lead Teacher (HALT). A NESAs Accredited PD course is accredited in one career stage.

The Standard Descriptors across the four career stages represent increasing levels of knowledge, practice, and professional engagement for teachers.

We recommend you read the NESAs content criteria at the career stage you are considering applying for. The NESAs content criteria describe the level of practice required at each career stage.

Consider the level of knowledge required at that career stage, aspects and related Standard Descriptors in the NESAs content criteria. Some of the mandatory features for HALT courses will

support you to ensure that the course is designed for the appropriate career stage.

You can also access [the Standards](#) or our NESA Accredited PD provider courses for further information on selecting career stages.

What if my course duration does not add to a 30-minute interval?

If the course duration does not add to a 30-minute interval the duration is rounded down to the nearest 30-minute interval. For example, a course with a duration of 2 hours and 40 minutes will be rounded down to duration of 2 hours and 30 minutes.

What if the course is referred to an expert advisory panel?

If the course application contains sensitive or difficult information, it may be referred to the expert advisory panel for their advice.

There are 3 expert advisory panels for the following priority areas:

- student/child mental health
- students/children with disability
- Aboriginal education and supporting Aboriginal students.

These expert advisory panels consist of group of professionals who can be consulted for advice regarding specific content in applications for NESA Accredited PD.

Expert advisory panels are convened across the year as required. If the course application is referred to a panel, the assessment time will be extended.

What other support material is available?

There are a range of sample applications for a variety of priority areas and career stages.

Providers can complete NESA Accredited PD provider courses in [NESA Learning](#). If you are an accredited teacher in NSW, you can access these courses anytime. Other providers can contact pd@nesa.nsw.edu.au to request access.

What happens after my course is approved?

After your course has been approved you will be emailed a successful outcome letter. You can then promote your course as NESA Accredited using the promotional text provided on your outcome letter.

If you are a new provider, an account will be created in eTAMS using the details provided in the application form. An email will be sent to the HRO and Account Owner to activate their individual logins.

Once you have logged into eTAMS the new course will already be set up and visible in your eTAMS account.

For each NESA Accredited PD course uploaded in eTAMS, you are required to:

- upload sessions to NESA's database at least 7 days before the course start-date
- upload teacher participation data to NESA's database within 30 days of the course end-date
- use the promotional text only to promote individual courses as NESA Accredited PD

- not use the NSW Government waratah logo in any communications or marketing material
- comply with all conditions outlined in section 9 of the [Accreditation of Professional Development Courses Policy](#)
- only deliver the course in the modes of delivery that the course was approved for as listed on your outcome letter.

How do I access help to use eTAMS and add participation data?

Once logged into eTAMS, you can access the How to Guides using the eTAMS Help button at the top right-hand corner of the screen.

There are a range of support documents available including:

- How to navigate your Provider dashboard
- How to view provider details and contacts
- How to view existing courses
- How to add sessions
- How to add teacher participation.

What if a participant only partially completes the course?

Participants must complete the entire course to receive the Accredited PD hours. If participants only partially complete a course, they are unable to receive whole or pro rata hours for the course.

If participants are unable to complete parts of the course, you may negotiate with them to complete learning in another format. Once you are satisfied that the participant has completed all the learning from the course, you may allocate them hours of the course.

What if I need to make changes to my course?

NESA Accredited PD is accredited based on the information provided at the time of application. If you wish to make substantial changes to the course, a new course application will be required. A substantial change includes:

- changes to course duration
- adding or removing of modules, sections or parts within the course.

Minor changes, that do not require a new course application include:

- alterations to learning goals
- updating data or statistics
- adding, improving or removing activities (ensuring the Principles are still met)
- updates in syllabus, EYLF, policies or legislation that has resulted in minor changes, for example a minor update to the Disability Standards for Education and the course presenter describes these updates
- re-ordering of content, but no changes to the content.

What if the application for NESA Accredited PD receives an unsuccessful outcome?

Read the information provided in your outcome letter. This includes specific feedback on your application and recommendations on areas that can be refined.

You may decide to resubmit the application or not to reapply. Courses that are not accredited may be logged by teachers as [Elective PD](#).

If you choose to resubmit your application, we recommend you use the outcome letter to revise your application. This feedback can be directly applied to your application form to inform changes in the new version of your application.

Use the [sample applications](#) or complete the [NESA Accredited PD provider course](#) to support your resubmission. If you are an accredited teacher in NSW, you can access these courses anytime. Other providers can contact pd@nesa.nsw.edu.au for access.

After reviewing the feedback and support resources, if you have any questions, please contact NESA to arrange a time to discuss your application with a Senior Policy Officer by emailing pd@nesa.nsw.edu.au.

If you are not satisfied with the response from the Senior Policy Officer you may apply to NESA for an internal review of the decision, in line with the *Administrative Decisions Review Act 1997*. Requests must be sent to TAinternalreview@nesa.nsw.edu.au.

A request for an internal review of a decision not to approve or renew the accreditation of a course must:

- be made by the provider
- be submitted in writing within 28 days of the date of the written notice to the provider of the decision
- identify the provider's grounds for the request; and
- include relevant documentation that supports the grounds.

If you are dissatisfied with the outcome of the internal review, you have the right to have internal review decision reviewed by the [NSW Civil and Administrative Tribunal](#) (NCAT).