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## Nesa accreditation supervisor report

Can't find what you're looking for? Search Resources Skillful Teacher Accreditation is a workplace-based process that supports teachers to develop their practices against Australian professional standards for teachers (standards). When applying, pre-accredited and conditionally accredited teachers are working on the accreditation of updated teachers when they start teaching at a NSW school or in an approved centre-based early childhood service. How to Apply Prepare Read Standards and make sure your practice meets them. Collect evidence of your training practices during accreditation. You upload your evidence to your NESA online account (eTAMS) when you collect it. To assign a project manager, service director or teacher accreditation body (TAA), contact your principal director, service director or teacher accreditation body (TAA). Once you have been assigned a manager, discuss your training practices and progress to accreditation with them. Arrange your supervisor to observe your training practices and write an observation report about their practice. The requirements for achieving a skilled teacher are in the policy of accreditation of expert teachers. Complete your accreditation in your NESA online account (eTAMS): Select 5-8 items of evidence uploaded to annotate and submit. Upload an observation message. If you are conditionally accredited, upload a certified copy of the completed qualification. Submit the annotated evidence and observation report to your supervisor. Your supervisor will review the items and write a skilled teacher accreditation report. Read and acknowledge the report and submit it to the accreditation decision. The ETAMS Help page (which is linked to your online account in the upper right corner) contains instructions for performing credential tasks. Video: Work on the credentials of expert teachers Next steps If you work at a school, your general manager confirms that your accreditation report accurately reflects your practice. For most teachers working in early childhood services, your supervisor completes this step. Teachers who are not school/service teachers should look for their OWN TAA to find out who completes this step. Your TAA reviews your evidence, observation report and accreditation report and decides on accreditation. NESA registers the decision and sends you confirmation of your TAA accreditation decision. Maintaining your first accreditation period starts. NESA posts your skillful teacher accreditation certificate to your TAA to submit to you. You must reach a skilled teacher accreditation within a certain time frame. Your timeline is based on your employment at the time it was originally accredited. Pre-accredited teachers Full-time: 3 years Casual or part-time: 5 years Conditionally accredited teachers Full-time: 4 years Casual or part-time: 6 years Not met If you do not meet the accreditation of skilled teachers, accreditation may be terminated. If the accreditation is terminated not be able to teach in a NSW school or approved centre based early childhood service. Teachers whose accreditation has expired can apply for re-accreditation to teach in NSW. If re-accreditation is granted, discontinued teachers are granted a two-year period to meet the skilled teacher accreditation requirements. Extensions If you have limited ability to meet the requirements for the accreditation of skilled teachers during your period, you can apply for an extension. Fill out the extension application form (PDF, 2 pages, 561KB). Offline Submissions For A Skilled Teacher Completion is now an online process completed in your NESA online account (eTAMS). However, if currently you're following the offline process, your TAA can still submit your proficient teacher documentation and report the NESA offline if necessary. Early childhood teachers working in approved services should follow the offline process to complete teacher training. Offline Process: Provide your annotated documentary evidence and observation report to your manager. Your supervisor will submit your documents and fill in a skilled teacher accreditation report for your principal/TAA. You will receive an email from NESA once your TAA has made a decision on accreditation. However, the principals should be referred to and the Application should be referred to the Principals and the Application page for submission of offline messages. Linked content Can't find what you're looking for? Search resources This model A skilled teacher accreditation report is intended for use by supervisors who support teachers to achieve the accreditation of skilled teachers. Standard 1: Know students and how they learn the supervisor's statement the Teacher has shown a commitment to building solid relationships with students through informal conversations and evaluation interviews. In addition, the teacher has used classroom observations, formal assessment assignments and one-off conferences to develop a good understanding of students' physical, social and learning needs. Using this information, the teacher has developed a teaching and learning experience that satisfies the needs of all students by using Gardner's multiple formats as a guide. Clear differentiation is also evident with unfinished questioning and gradually more complex actions using the Bloom taxonomy to ensure appropriate scaffolding and expansion for students accessing the curriculum at different levels. The teacher regularly engages with partner teachers and specialist teachers on how best to structure classes to meet the needs of all students. This includes the development of individual training plans. Model: Addresses most standard descriptors in Standard 1, teacher knowledge and practice are defined as differentiation strategies and addressing students' specific learning needs across abilities examples of teacher interaction with students, colleagues and parents using language a number of standard descriptors to determine the specific characteristics of students and how the teacher has addressed their learning needs. Standard 2: Know the content and how to teach it to the supervisor to notice the teacher's design and implement differentiated lessons to cater for a range of abilities and learning styles. Classes are planned and adapted to meet different learning needs of students. The teaching strategies used include a stable balance of teacher-student learning. The teacher has a strong understanding of all the content that is evident in the design of curricula. The teacher continues to strengthen it by attending the relevant professional facilities (PD). This included PD, which is characteristic of the new English, mathematics and science programs. The teacher has developed work units that clearly link the curriculum results and learning experience, while adapting students' backgrounds and experiences. Teacher classes include a variety of teaching and learning activities, including suitable ICT to meet students' needs. The teacher evaluates and recons reviews the effectiveness of teaching and learning experiences and adapts further planning as necessary. Model: Integrates statements about teacher practice related to planning and lesson planning with current PD, which support knowledge of curriculum outcomes, topic-specific content and appropriate pedagogical practices, integrate statements about how the teacher knows students and how they learn with observations about the delivery of teacher content, include comments on differentiation and the use of previous learning. Standard 3: Plan and implement an effective teaching and learning supervisor statement The Teacher has planned units that include a variety of teaching strategies, including ICT and teamwork, to actively cooperate with students in both practical and theoretical classes. In the programmes, actions are well structured with a realistic recommended deadline. The teacher effectively uses oral and non-verbal means to transfer teaching and learning activities. The teacher instructs students to effectively ask students, thus allowing them to appreciate their understanding and provide students with opportunities to demonstrate the content of their achievement course. The objectives of the training shall be clearly defined at the beginning of each lesson in accordance with the results and objectives of the training programme. The classroom resources developed by the teacher show the currency of the content of their topic, are involved and differentiated to meet the needs of different students. Model: Refers directly to the standard language, referring to programme planning, the clear use of learning objectives related to learning outcomes, the language of knowledge of the teacher content and the use of differentiated teaching and learning approaches, the use of gentle skills by the teacher, such as verbal and non-verbal communication and questioning, as ensure that students are involved in and participate in teaching and learning activities. Standard 4: Create and maintain a supportive and secure learning environment The Supervisor's Statement Teacher is sensitive to the learning needs of different students, satisfying different learning needs and abilities. The teacher's calm and friendly classroom demeanor creates a stable learning environment in which every student is encouraged to work productively and take on an intellectual risk-free environment. The teacher develops students' responses through further questioning. Deadlines provide students with a structure while improving and maintaining a positive learning environment. The teacher has taken appropriate measures to address challenging behaviour, and has instigously instigously communicated and sought advice from relevant pastoral and KLA leaders to quickly, fairly and respectfully address the challenges of classroom discipline. If necessary, the teacher has contacted the parents and requested support. The teacher provides extensive feedback on all aspects of student achievement and behaviour to pastoral and academic stakeholders and parents. Model: Addresses a number of standard descriptors and provides concrete examples of how a teacher demonstrates behavioural responses and classroom structures to support student learning through quality teaching practices, determines how the teacher has worked with relevant colleagues to manage challenging behaviour and maintain a positive learning environment. Standard 5: Evaluate, provide feedback and report on student learning supervisor's statement The Teacher clearly plans evaluation using both formal and informal assessments, and collects and records data to accurately monitor students' progress through the school tracking system. The teacher participates in the professional assessment measurement with the training team to ensure consistency in teacher evaluation. The teacher analyses the assessment data and responds to areas where further planning is needed. It gives students the opportunity to reflect on their learning and helps them identify the most appropriate type of feedback. The teacher professionally reports to students, parents and caregivers with accurate and clear information about achievements and development areas. During the lesson observed, the teacher led the students through a structured reflection process, returning the work of the evaluated students. Model: Covers a standard scope that reflects the teacher's activities, including the targeted use of student assessment data to inform a range of learning practices and programme modifications, shows how the teacher is engaged in effective communication with colleagues and parents, includes a reference to lesson observation, in which the teacher provides feedback and opportunities for students to reflect on learning in a structured way to support students' responses to assessment feedback. 6: To engage in the professional learning supervisor's statement, the Teacher often engages in professional discussions with colleagues to improve learning practices. The teacher has effectively included comments from lesson observations as a means of promoting professional development and is actively seeking resources to improve teaching and learning for students. The teacher has participated in various vocational education activities throughout the year and has been shown the ability to incorporate learning into learning in learning practice and to share knowledge and human resources with colleagues. Model: concisely refers to involvement in the various PD options, including participation in collegiate discussions, the exchange of professional knowledge and learning, in order to develop and improve teaching practices. Standard 7: Professionally engage with colleagues, parents/caregivers and community supervisor statement the Teacher has established and maintained relationships with older students based on mutual understanding, respect and trust. The teacher encourages parents to ask questions or clarify concerns about their children's learning and informs them of behavioural incidents that may involve their children. The teacher welcomes the involvement of parents in the classroom and maintains an open dialogue with both parents and students. The teacher respects the confidentiality of student information and observes mandatory guidelines regarding student welfare, reporting and communication with stakeholders. The teacher is sensitive to cultural differences by communicating with parents and carers and organises a translator when necessary to ensure that parents/carers are able to understand and actively participate in interviews and meetings. The teacher regularly uses networks with other early career teachers and specialist staff at the school and beyond to share learning experiences and improve classroom learning experience. Model: Focuses on the importance of mutual respect developed in the relationship between teachers and parents/carers, including how the teacher welcomes the involvement of parents/carers in the classroom to support inclusion and student learning, shows cases of support for parents/carers, indicating the teacher's cultural understanding and support for parents/carers from non-English speaking families to participate effectively in meetings. Related content Apply for a skilled teacher