

# The Professional Teachers Council NSW Accreditation Notification Form - Course\*

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# Eligibility

PTC NSW has developed a streamlined course accreditation process to support member associations develop, accredit and deliver NESA Accredited PD across all sectors and systems in NSW.

Only PTC NSW members can use this form, when applying for accreditation via PTCNSW directly.

PTC NSW is approved to upload a course directly to [eTAMS](https://etams.nesa.nsw.edu.au/SignIn?ReturnUrl=%2f) as NESA Accredited PD that we attest the course satisfies the following NESA requirements:

* it directly addresses one or more aspects of a content criteria for the applicable priority area
* it addresses the principles of effective professional learning
* it includes content and activities that directly align with relevant Standard Descriptors at the Proficient, Highly Accomplished or Lead Teacher level of the Standards.

## Part 1 Confirm your association details

### Association account name with NESA

Association NESA account name

enter text.

**Contact details for the Nominated Account Owner**

Provide the contact details of your association

|  |  |
| --- | --- |
| Association representative name | enter text. |
| Association role/ title | enter text. |
| Association phone number | enter text. |
| Association email address | enter text. |

## Part 2 Course format and background information

### Basic course information

State the course name.

|  |  |
| --- | --- |
| Course name | enter text. |

State the Career Stage of the course. Note: A course can be accredited at one Career Stage only.

|  |  |
| --- | --- |
| Career Stage | enter text. |

Note: A course can be accredited for one Priority Area only.

|  |  |
| --- | --- |
| Nominated Priority Area | enter text. |
| How does your course content relate to NSW Syllabuses/EYLF? | enter text. |

If you answered ‘Content is specific to one or more syllabuses’ above, then please complete the following two questions.

|  |  |
| --- | --- |
| List the syllabuses addressed  in the course | If your course is not applicable to a specific syllabus, enter ‘N/A’. enter text |
| Syllabus Stages  (Check all that apply) | * Early Childhood ☐ Stage 1 ☐ Stage 4 * Early Stage 1 ☐ Stage 2 ☐ Stage 5   + Stage 3 ☐ Stage 6 |

**Episodes within the course\* see appendix**

An ‘episode’ is defined as a logical component of a course that starts and finishes on the same day.

Provide an overview of the episode structure of the course.

|  |  |
| --- | --- |
| Number of episodes | enter text. |
| Over what period do you expect a participant to complete all episodes? | enter text. |

**Total duration of the course\* see appendix**

The total course duration is the sum of the durations of all of the episodes that make up the course. Select the total course duration.

|  |  |
| --- | --- |
| Total course duration | enter text.  If more than 20 hours, please specify: Click or tap here to enter text. |

**Course mode of delivery\*see appendix**

Select the mode of delivery of the course.

|  |  |
| --- | --- |
| Mode of delivery | enter text.. |

List up to 5 search terms/phrases/words that teachers may use to find your course. This will be used to assist teachers to find your course with the course search tool. Separate search terms using commas.

|  |  |
| --- | --- |
| Search terms/words/  phrases (separate terms using commas, maximum of 500 characters  including spaces) | enter text.. |

Participant skill level

(check all that apply)

* Novice
* Intermediate
* Advanced

Note: If you select more than one skill level, you will need to describe how your course meets the needs of each of the different levels.

### Intended audience

|  |  |
| --- | --- |
| Target sector  (check all that apply) | * Department of education and services school teachers * Catholic systemic and systems * Independent school teachers * Cross sectoral |
| Target teacher setting  (check all that apply) | * Early childhood teachers * Kindergarten – Year 2 * Years 3–6 * Years 7–10 * Years 11–12 |
| Target teacher group  (check all that apply) | * School executive/centre directors * Team leaders, stage leaders, subject leaders * Classroom teachers * Special education specialists |
| Teachers enrol and participate in the  course as:  (check all that apply) | * Individuals * A team of colleagues from one school * Whole school |

**Learning goals of the course**

What are the expected learning outcomes for participants? Using dot points and 100 words or less (maximum of 500 characters including spaces), outline the learning goals of the course.

**Learning goals (maximum 100 words in dot points)**

Participants will:

* enter text.

### Evidence base for the course

**Evidence base (maximum 300 words)**

enter text

|  |  |  |
| --- | --- | --- |
| **Reference list (up to 5 references only)** | | |
| **Author** | **Year** | **Title (and weblink if applicable)** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Part 3 Course description\* see appendix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Episode 1** | | | | | |
| **Episode duration** |  | | **Episode mode of delivery** |  | |
| **Episode** | **Part**  **(A, B, …)** | **Duration of part in minutes** | **Content and delivery**  What and how is the content being presented? Specify/name teaching strategies being promoted. If there is a presenter, what are they doing? | | **Participant actions**  What are the teachers doing to develop their understanding of new content? |
|  |  |  |  | |  |
|  |  |  |  | |  |
|  |  |  |  | |  |

*Copy this entire table and complete it for each episode of your course.*

**Part 4 Monitoring attendance at your course\* see appendix**

Association must attest that they will ensure that for each episode of the course, teacher attendance and participation will be monitored according to NESA’s requirements.

As the nominated Account Owner, I attest that the school will abide by the requirements listed above in relation to monitoring the attendance and participation of NSW accredited teachers.

Tick to confirm. 

**Part 5 Mapping to the NESA content criteria\* see appendix**

### Mapping to the Priority Area content criteria

In the following table:

* nominate one aspect per row that your course addresses and list where the aspect is addressed in the course by referencing the relevant episode(s) and part(s).
* nominate the related Standard Descriptors from the Priority Area Content Criteria list.

Note: You must align at least one related Standard Descriptor to each nominated aspect, even if the same Standard Descriptor is aligned to each of those aspects.

|  |  |  |
| --- | --- | --- |
| **Nominated aspect**  List the code only, eg C-PT-1a. One aspect per row only. | **Where in the course is the aspect addressed**  List only the **relevant** episode(s) and part(s). | **Nominated Standard Descriptor(s)**  3-digit code(s) only, eg 3.2.2 |
|  |  |  |
|  |  |  |

*If your course addresses more aspects, add an additional row for each nominated aspect.*

## Part 6 Meeting the principles of effective professional learning

A course must meet the eight principles of effective professional learning. Each principle has several criteria. For some principles, all its criteria must be met. For other principles, only one of its criteria must be met.

**Principle 1: Content focused**

Your course must meet all criteria for this principle.

You do not need to document where criterion A is met as the information is detailed explicitly in other parts of the application form.

For criterion B, briefly outline how your course meets the mandatory features of the aspects of the priority area that you identified above in Part 3.

**Principle 1 Criterion A**

The course focuses on content that meets at least one aspect of the NESA content criteria for the nominated priority area. YES 

### AND

|  |  |  |  |
| --- | --- | --- | --- |
| **Principle 1 Criterion B** | **List each aspect nominated in Part 3**  List the code only,  eg C-PT-1a. | **List the mandatory feature associated with each aspect**  **(**from the relevant Priority Area Content Criteria) | **Briefly outline how your course meets the mandatory features of the aspects of the priority area.**  (For aspects M-PT-3(a-f), M-HA-3(a-f) or  M-LT(a-f) list the course presenter’s qualifications and experience.) |
| The course meets the mandatory features of the NESA content criteria for the nominated priority area. |  |  |  |

*If your course addresses more than one aspect, add an additional row for each nominated aspect.*

## Principle 2: Coherence

Your course must meet all criteria for this principle.

You do not need to document where these criteria are met as the information is detailed explicitly in other parts of the application form.

**Principle 2 Criterion A**



The course addresses the intent of the targeted APST Standard Descriptor(s).

YES

**AND**

**Principle 2 Criterion B**



N/A

YES

The course is aligned with NSW Curriculum/Early

Years Learning Framework (where applicable).

**AND**

**Principle 2 Criterion C**



The course is aligned with relevant legislative and regulatory requirements and is consistent with government and/or sector policies (where applicable).

YES

**AND**

**Principle 2 Criterion D**



The course content and activities are logically sequenced and directed towards achieving the stated Learning Goals.

YES

## Principle 3: Duration

Your course must meet all criteria for this principle.

**Principle 3 Criterion A**



The total course duration must be one hour or more.

YES

## Principle 4: Recognises the experience and prior knowledge of learners

Your course must meet all criteria for this principle.

**Principle 4 Criterion A**



The course identifies a nominated target audience.

YES

**AND**

**Principle 4 Criterion B**



The course is relevant to the participants’ professional experience and/or career stage (ie Proficient, Highly Accomplished, Lead Teacher).

YES

## Principle 5: Job-embedded and/or opportunities for transference of learning

Your course must meet **at least one of the criteria** for this principle.

For at least one of the criteria, list the episode(s) and part(s) of the course in which the criterion is met. Note: You do not need to describe how the criterion is met.

|  |  |
| --- | --- |
| **Principle 5 Criterion A** | **Episode(s) and part(s) where the criterion is met** |
| The course provides examples of how course content can be used in teaching and learning practice. |  |

**AND/OR**

|  |  |
| --- | --- |
| **Principle 5 Criterion B** | **Episode(s) and part(s) where the criterion is met** |
| The course provides opportunities for transference of learning into teaching and learning practice. |  |

## Principle 6: Models of / modelling effective teaching and learning practice

Your course must meet **at least one of the criteria** for this principle.

For at least one of the criteria, list the episode(s) and part(s) of the course in which the criterion is met. Note: You do not need to describe how the criterion is met.

|  |  |
| --- | --- |
| **Principle 6 Criterion A** | **Episode(s) and part(s) where the criterion is met** |
| The course outlines to the participants the models of effective evidence-based teaching and learning practices relevant to the course content. This could involve modelling the practices. |  |

**AND/OR**

|  |  |
| --- | --- |
| **Principle 6 Criterion B** | **Episode(s) and part(s) where the criterion is met** |
| The course provides opportunities for participants to utilise these models of effective evidence-based teaching and learning practices. |  |

## Principle 7: Supports active collaboration

Your course must meet **at least one of the criteria** for this principle.

For at least one of the criteria, list the episode(s) and part(s) of the course in which the criterion is met. Note: You do not need to describe how the criterion is met.

|  |  |
| --- | --- |
| **Principle 7 Criterion A** | **Episode(s) and part(s) where the criterion is met** |
| The course provides opportunities within the course for active collaboration with others. |  |

**AND/OR**

|  |  |
| --- | --- |
| **Principle 7 Criterion B** | **Episode(s) and part(s) where the criterion is met** |
| The course provides suggestions for collaboration that participants undertake in their educational setting or teaching and learning context. |  |

## Principle 8: Supports opportunities for feedback and reflection

Your course must meet **at least one of the criteria** for this principle.

For at least one of the criteria, list the episode(s) and part(s) of the course in which the criterion is met. Note: You do not need to describe how the criterion is met.

|  |  |
| --- | --- |
| **Principle 8 Criterion A** | **Episode(s) and part(s) where the criterion is met** |
| The course requires participants to give or receive feedback on teaching and learning practice. |  |

**AND/OR**

|  |  |
| --- | --- |
| **Principle 8 Criterion B** | **Episode(s) and part(s) where the criterion is met** |
| The course requires participants to reflect on their own teaching and learning practice or the teaching and learning practice of others. |  |

## Part 7 Policy requirements declaration

As the nominated Account Owner for the organisation, I declare that:

1. The course details are accurate 

And, if the course is accredited, then for the 2-year period for which the course is accredited:

1. The association will notify PTC NSW & NESA of any change to the Highest Responsible Officer or nominated Account Owner within 48 hours of change. 
2. The association will notify PTC NSW & NESA of any significant change to the legal entity or status of the organisation. 
3. The association will maintain current insurance cover to conduct PD activities, including but not limited to Public Liability Insurance. 
4. The course content and delivery:
   * will comply with all relevant legislative and regulatory requirements
   * is consistent with relevant government policies
   * is consistent with relevant sector policies
   * meets the statutory requirements that affect the provision of PD in line with the [Work Health and](https://www.legislation.nsw.gov.au/%23/view/act/2011/10) [Safety Act 2011](https://www.legislation.nsw.gov.au/%23/view/act/2011/10), the [Privacy and Personal Information Protection Act 1998](https://www.legislation.nsw.gov.au/%23/view/act/1998/133) and

the [Anti-Discrimination Act 1977](https://www.legislation.nsw.gov.au/%23/view/act/1977/48). 

1. The course will be delivered as described in this application. 
2. Course designers and presenters must hold appropriate qualifications or have appropriate experience. The association holds a record of this and can produce this on request. 
3. The association holds a record of the materials used in the delivery of the course that can be produced on request. 
4. The association owns or has permission to use the intellectual property of the course. 
5. The association will allow NESA officers to attend/participate in the course during the period of accreditation for auditing purposes. 

10. The association will adhere to NESA’s guidelines for the promotion of NESA Accredited PD.

I acknowledge that, if the association fails to comply with any of the above requirements, the accreditation of the course may be cancelled by NESA at any time.

***Declaration made by***

|  |  |
| --- | --- |
| Association Name |  |
| Association role title |  |
| Signature |  |
| Date |  |

## APPENDIX

**Part 2 Course format and background information**

### Episodes within the course\*

**Examples of episodes:**

* If a course consists of one ‘in person’ event completed in one day, then the course consists of 1 ’episode’.
* If a course is delivered ‘in person’ over two days back-to-back, then the course consists of 2 ‘episodes’, one for each day.
* If a course consists of a series of three ‘in person’ events delivered over three days spread across a school term, then the course consists of 3 ‘episodes’.
* If a course consists of a series of three ‘virtual’ live webinars delivered over three days across a school term, then the course consists of 3 ‘episodes’.
* If a course consists of a series of five virtual meetings, one on each day of the same week, then the course consists of 5 ‘episodes’, one for each day.
* If a course consists of one ‘in person’ event completed on one day, followed by two live virtual meetings on different days later in the year, then the course consists of 3 ‘episodes’.
* If a course is online-on-demand, think about the optimal completion scenario. For example, if there are 5 modules that would be best completed separately over 5 days, then record the course as consisting of 5 ‘episodes’. If you believe the 5 modules should be completed in one sitting, then record the course as consisting of 1 ‘episode’. If there are 2 modules with time in between required for implementation, then record the course as consisting of 2 ‘episodes’.

### Total course duration\*:

* a whole or half-hour amount
* minimum 1 hour
* only includes the time spent on learning

### Course mode of delivery\*

**NESA defines the following modes of delivery:**

* In person episodes only – All aspects of the course delivered ‘in person’ only.
* Live virtual episodes only – All aspects of the course delivered via ‘live virtual’ methods only.
* Self-paced online-on-demand episodes only – All aspects of the course delivered in a self-paced online-on-demand format only.
* Flexible: In person or live virtual episodes as required – The flexibility to deliver all aspects of the course via either ‘in person’ or ‘live virtual’ formats as required. If you choose this option you must describe how each episode is delivered in an ‘in person’ format and also in a ‘live virtual’ format.
* Hybrid 1: In person with live virtual episodes – Some aspects of the course delivered ‘in person’ only and some delivered via ‘live virtual’ methods only.
* Hybrid 2: In person with self-paced online-on-demand episodes – Some aspects of the course delivered ‘in person’ only and some delivered via a self-paced online-on-demand format only.
* Hybrid 3: Live virtual with self-paced online-on-demand episodes – Some aspects of the course delivered via live ‘virtual’ methods only and some delivered via a self-paced online-on-demand format only.
* Hybrid/Flexible: Self-paced online-on-demand with in person or live virtual episodes as required – Some aspects of the course delivered in a self-paced online-on-demand format but there is flexibility to deliver the other aspects either ‘in person’ or via ‘live virtual’ formats as required.

### A course Mode of Delivery\*

A course may be delivered via a single mode of delivery, mixed modes of delivery or you may choose to have the course accredited for more than one mode of delivery. However, you must nominate the course mode of delivery now. Once you have nominated it, you cannot change. If you change the mode of delivery, you will need to submit a new course application.

### Evidence base for the course

In 300 words or less (maximum 1500 characters including spaces), provide an overview of the evidence base for the content of your course. Include relevant research and, if applicable, any relevant government, sector, and school policies that inform the course content. Your evidence must support improved student learning in a school or early childhood learning context.

Please provide a reference list which includes the author, year and title for each publication referred to in your evidence base. You may reference up to 5 publications only.

## Part 3 Course description\*

In providing a course description, the emphasis should be on the quality of the Ensure your description is in chronological order and sufficiently detailed to support you to make professional judgements as to whether:

* the nominated aspect, mandatory features and Standard Descriptors of the nominated priority area are addressed ([see content criteria requirements](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/professional-development/information-for-providers/apply/#content-criteria)).
* all 8 [principles of effective professional learning](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/professional-development/information-for-providers/professional-learning-principles/) are met
* the specified duration is adequate for the learning activities.

Your course should be described in ‘episodes’. Episodes were described in Part 2 of this form. You may further breakdown each episode into logical ‘parts’ of learning, depending on the duration of the episode.

Each episode must have a mode of delivery. If you selected a ‘flexible’ mode of delivery whereby you want the episode to be accredited for delivery either ‘in person’ or via a ‘live virtual’ method as required, you will need to describe how the episode will be delivered by each mode of delivery.

## Part 4 Monitoring attendance at your course\*

### Attendance and participation requirements declaration

1. The association will monitor attendance and participation for every cohort that includes NSW accredited teacher for the period for which the course is accredited.
2. The association will retain attendance and participation records securely for the period for which the course is accredited.
3. **For episodes delivered via the in-person mode of delivery**, the association will ensure that teacher attendance and participation is monitored and recorded using one of the following methods:
   * sign-on and sign-out attendance sheet

#### OR

* + QR code tracking.

1. **For episodes delivered via the live virtual mode of delivery**, the association will ensure that teacher attendance and participation is monitored and recorded using both of the following methods:
   * participant is active via online chat responses or in a breakout room

#### AND

* + participant is logged into the webinar for duration of episode as recorded by the software/platform.

1. **For episodes delivered via the self-paced online-on-demand mode of delivery**, the association will ensure that teacher attendance and participation is monitored and recorded using all of the following methods:
   * participation monitored by response to content/questions/quizzes

#### AND

* + participation activity and duration is tracked in the online platform

#### AND

* + videos or content cannot be skipped, skimmed or played at faster speed than recorded.

## Part 5 Mapping to the NESA content criteria\*

### Mapping to the NESA content criteria\*

#### Example: Relationship between aspects and total course duration

A course has a total course duration of 5 hours. NESA expects that the majority of courses of this duration

would address one or 2 aspects from the nominated priority area. However, schools may accredit the course for up to 5 aspects if the course content adequately addresses those 5 aspects.

#### Examples: Relationship between aspects and Standard Descriptors

* A course of 3 hours duration addresses one aspect only: C-PT-2b *Developing coherent and well-sequenced evidence-based teaching programs (scope and sequences and/or units of work)* and enables teachers to meet three of the related Standard Descriptors: 2.2.2, 2.3.2 and 3.2.2.
* A course of 3 hours duration addresses two aspects: A-PT-1c *Developing knowledge and understanding of the histories, cultures, languages, societies, past events and contemporary experiences of Aboriginal Peoples and/or Torres Strait Islander Peoples* and A-PT-1d *Developing knowledge and understanding of past and present government policies and their impact on Aboriginal Peoples and Torres Strait Islander Peoples, and on history and society in Australia* and enables teachers to meet one of the related Standard Descriptors: 2.4.2.

A course must address **at least one of the aspects** of the [content criteria](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/professional-development/information-for-providers/apply/#content-criteria) for your nominated priority area and career stage.

A course may address aspects from more than one focus area within the priority area. However, a course can address no more than one aspect per hour of total course duration.

For each nominated aspect, the course content must enable teachers to meet, in their practice either during or after the course, at least one of the Standard Descriptors within the group of related Standard Descriptors for the aspect.

A course may address more than one nominated aspect but enable teachers to meet the same one related Standard Descriptor for each of those aspects.

Likewise, a course may address only one nominated aspect but enable teachers to meet more than one of the related Standard Descriptors for that aspect.

However, a course can address no more than one related Standard Descriptor per hour of total course duration.