Application to deliver a NESA Accredited PD course

Form A: For organisations applying to have their first course accredited under the *Accreditation of Professional Development Courses Policy* implemented from 2021

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# Applying to deliver NESA Accredited PD courses

## What is NESA Accredited PD?

The *Accreditation of Professional Development Courses Policy* (the Policy) implemented from 2021 describes the process for the accreditation of professional development (PD) courses in priority areas for NSW teachers. The requirements of the Policy aim to ensure that all teachers in NSW have access to quality PD in prescribed priority areas to complete to improve their practice and improve student learning outcomes and meet their ongoing teacher accreditation requirements.

This application process is for providers who are seeking accreditation of PD courses for teachers in the identified priority areas of:

* delivery and assessment of NSW Curriculum/Early Years Learning Framework (as applicable)
* student/child mental health
* students/children with disability
* Aboriginal education and supporting Aboriginal students/children.

# Eligibility

## Eligible organisations

Eligible organisations must provide at least one professional development course for teachers in schools and/or early childhood services. Eligible organisations include:

* independent schools developing and delivering PD to teachers outside their own school (Catholic schools seek accreditation of courses through their Diocese and government schools through the Department of Education. An independent school can apply through a streamlined process to have PD recognised as NESA Accredited PD where it is delivered solely to teachers at that school.)
* universities and other tertiary education organisations
* professional associations for teachers
* charities
* government departments
* commercial organisations or sole traders offering professional development for teachers.

Eligible organisations must meet the requirements of [Section 4.1 of the Policy](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/resources/policies-procedures/accreditation-of-professional-development-courses-policy/#accreditation)

|  |
| --- |
| Please note:   1. Department of Education schools seek course accreditation through the team responsible for course accreditation at the Department of Education. 2. Catholic Schools seek course accreditation through their respective Diocese. 3. Universities may decide how they wish to manage accreditation. Some universities may wish one particular team to manage accreditation for all faculties at the university. Other universities may wish to delegate responsibility to each faculty to allow them to manage accreditation of their own courses. This can be accommodated through sub-accounts against the university account. At the time of the first application on behalf of a university, the Vice-Chancellor will have to specify which model will be used. |

## Eligible courses

Eligible courses are those that:

* are specifically designed for teachers from schools and/or early childhood services
* address the [principles of effective professional learning](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/professional-development/information-for-providers/professional-learning-principles/)
* deliver content that directly addresses one or more aspects within **one** priority area
* meet the [subject/content specific criteria](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/professional-development/information-for-providers/apply/#content-criteria) for the applicable priority area
* include content and activities that directly align with related Standard Descriptors from one of the career stages of the Australian Professional Standards for Teachers (either Proficient, Highly Accomplished or Lead Teacher)
* are targeted to the context of teachers in schools and early childhood settings.

Depending on the content and structure of the course, some courses considered to be mandatory may be able to be accredited (e.g. Child Protection or addressing the Disability Standards for Education).

## **Ineligible courses**

Courses relating to the following content are ineligible:

* responding to and/or administering first aid for physical injuries
* responding to acute medical conditions such as anaphylaxis and asthma
* school/service/sector governance, risk and compliance
* school/service/sector administrative systems and policies
* the induction of new staff to a school/service/sector
* learning about or implementing a paid product, publication or ‘software as a service’ online learning program.

Courses presented in the following formats are ineligible:

* events where learning activities and/or content are not identified before the event
* study tours involving travel to multiple sites
* excursions or events involving school students or children where the focus is on student/child learning and the teacher’s participation is providing duty of care
* courses made from a recording of a live webinar event without significant modification to create an online-on-demand course.

Note: Ineligible course content and formats will be reviewed regularly and updated when necessary.

# Application procedures

## Before you submit an application

Applying to deliver a course as NESA Accredited Professional Development (NESA Accredited PD) represents a significant commitment to support the professional learning and development of NSW teachers.

### Step 1: Familiarise yourself with the Policy

Familiarise yourself with the [*Accreditation of Professional Development Courses Policy*](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/resources/policies-procedures/accreditation-of-professional-development-courses-policy) (the ‘Policy’).

You should pay particular attention to Sections 4.1 and 9.1 of the Policy to ensure you:

* can meet the application requirements (Section 4.1)
* understand your ongoing responsibilities if your course is accredited (Section 9.1).

### Step 2: Familiarise yourself with the content criteria, principles of effective professional learning and the Standards

Check your course:

* + - meets at least one of the aspects of one priority area at a particular career stage (hyperlink to content criteria)
    - meets all 8 principles of effective professional learning (hyperlink to principles)
    - includes content and activities that directly align with relevant Standard Descriptors Descriptors at either the Proficient, Highly Accomplished or Lead Teacher career stage of the [Australian Professional Standards for Teachers](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards) (the ‘Standards’).

### Step 3: Read the application support materials

The support materials should be used to assist you when completing this application form.

## Completing the application form

### Step 1: Select the appropriate application form

**Use Form A** if you are submitting an application for the first time under the new Policy

**Use Form B** if you are submitting an application after having one course successfully accredited under the new Policy.

**Use Form C** if you are applying to have a conference with multiple simultaneous streams and workshops accredited.

### Step 2: Complete the appropriate application form and the Fit and Proper Persons Declaration

**Submit only one course per application form.**

If your organisation has not already had a course approved as NESA Accredited PD under the Policy implemented in 2021, then submit your first course using Form A and wait for the assessment outcome before you submit any further courses.

An application to have a course accredited as NESA Accredited PD requires:

* a completed copy of the appropriate application form, ensuring all relevant sections are signed by the organisation’s Highest Responsible Officer and the prospective Account Owner
* a completed copy of the [Fit and Proper Persons Requirements Declaration](https://educationstandards.nsw.edu.au/wps/wcm/connect/f13bcfeb-6666-4183-b5fd-6b80b2c569b2/fit-and-proper-persons-requirements-declaration.pdf?MOD=AJPERES&CVID=) signed by the organisation’s Highest Responsible Officer.

Note: if your Highest Responsible Officer has submitted a Fit and Proper Persons Requirements Declaration with a previous application and that person is still the Highest Responsible Officer, you do not need to resubmit the declaration.

### Step 3: Submit your application via email

When the relevant material is ready to be submitted, email it to [pd@nesa.nsw.edu.au](mailto:pd@nesa.nsw.edu.au) with the subject line ‘Application to deliver a NESA Accredited PD course’.

# NESA Application Assessment Procedures

You can only include one course per application form.

Applications will be processed in order of receipt.

We will waiver the application fee until after the implementation review outcome later this year.

You will receive an email acknowledging receipt of your application. If you do not receive an email within 2 business days, please email [pd@nesa.nsw.edu.au](mailto:pd@nesa.nsw.edu.au).

Once you submit your first application, no further applications will be accepted until the application has been assessed and the assessment outcome has been returned to you by email. While it may be challenging to wait before you submit further courses, this procedure is in place to ensure that organisations have a clear understanding of what is required for a course to be approved before they spend time applying for further courses.

You will receive an email advising you of the assessment outcome. If successful, the course will be loaded into eTAMS ready for you to:

* schedule your session by creating a session in eTAMS indicating start and end date and location of session at least 7 days prior to the session commencing
* upload teacher participation details within 30 days of the session completing.

# Application Form

# Part 1 About your organisation

To apply to have a course accredited as NESA Accredited PD, the provider must be a bona fide organisation.

### ABN details

Please provide details of your ABN.

| Australian Business Number (ABN) | Click or tap here to enter text. |
| --- | --- |
| Entity Name  (Legal or Holder name for ABN) | Click or tap here to enter text. |

### Name under which the organisation will offer PD for teachers

Providers must offer the course under either the Legal/Entity name for the ABN provided or a Registered Business Name attached to the ABN.

|  |  |
| --- | --- |
| Will you use the Legal/Entity Name provided above or a Registered Business Name? | Choose an item. |

If you will offer the course under a Registered Business Name, provide that name. Please note that Trading Names are not acceptable.

|  |  |
| --- | --- |
| Registered Business Name | Click or tap here to enter text. |

### Organisation contact details

Provide the contact details for the applying organisation.

|  |  |
| --- | --- |
| Organisation street address | Click or tap here to enter text. |
| Organisation postal address | Click or tap here to enter text. |
| Organisation phone number | Click or tap here to enter text. |
| Organisation email address  (eg education@xyzlearning.com.au) | Click or tap here to enter text. |
| Organisation website | Click or tap here to enter text. |

### Overview of the organisation

Provide an overview of the applying organisation.

|  |  |
| --- | --- |
| How many years has your organisation been in operation? | Choose an item. |
| How many years has your organisation been delivering PD for teachers? | Choose an item. |
| In which priority areas does your organisation currently offer PD courses for teachers?  (Check all that apply, even if the PD  is not NESA Accredited) | Delivery and assessment of NSW Curriculum/Early Years Learning Framework (as applicable)  Student/child mental health  Students/children with disability  Aboriginal education and supporting Aboriginal students/children. |
| Outline the services (PD or otherwise) offered by your organisation, including services not specifically for schools/teachers |  |

### Contact details for the Highest Responsible Officer (HRO)

The Highest Responsible Officer (HRO) must declare that your organisation will abide by the [*Accreditation of Professional Development Courses Policy*](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/resources/policies-procedures/accreditation-of-professional-development-courses-policy).

* For schools, the Highest Responsible Officer is the Principal.
* For universities, the Highest Responsible Officer is the Vice Chancellor. A written delegation of authority to the Head of School/Faculty is permitted.
* For not-for-profit organisations, the Highest Responsible Officer is the Chairperson/President of the Board/Committee.
* For commercial organisations, the Highest Responsible Officer is the Chief Executive Officer.

Provide the contact details for the Highest Responsible Officer (HRO) of the organisation.

|  |  |
| --- | --- |
| Highest Responsible Officer (HRO) name | Click or tap here to enter text. |
| HRO role title | Click or tap here to enter text. |
| HRO phone number | Click or tap here to enter text. |
| HRO email address | Click or tap here to enter text. |

### Contact details for the Nominated Account Owner

The nominated Account Owner is responsible for managing your organisation’s provider account with NESA. The Account Owner is the person NESA contacts regarding:

* applications for courses
* compliance with the policy, including fulfilling your responsibilities as a provider
* queries or concerns raised by schools/teachers
* updates to policy and other news.

The Account Owner must declare that they will ensure that all activity undertaken in relation to the provider’s account will abide by the [*Accreditation of Professional Development Courses Policy*](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/resources/policies-procedures/accreditation-of-professional-development-courses-policy).

If your organisation has a course approved, the Account Owner will be able to nominate an Administration Delegate who can assist with data entry into eTAMS.

Provide the contact details for the Account Owner.

|  |  |
| --- | --- |
| Account Owner name | Click or tap here to enter text. |
| Account Owner role title | Click or tap here to enter text. |
| Account Owner phone number | Click or tap here to enter text. |
| Account Owner email address | Click or tap here to enter text. |

# Part 2 Course format and background information

## Basic course information

State the course name.

| Course name | Click or tap here to enter text. |
| --- | --- |

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

| Career Stage | Choose an item. |
| --- | --- |

Nominate the NESA Priority Area addressed by the course. Note: A course can be accredited for one Priority Area only.

| Nominated Priority Area | Choose an item. |
| --- | --- |
| How does your course content relate to NSW Syllabuses/EYLF? | Choose an item. |

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 | Refer to the [eTAMS list of NSW Syllabuses](https://educationstandards.nsw.edu.au/wps/wcm/connect/220ec2e9-5d70-4fd5-aa41-137bb0fd68e8/nesa-accredited-pd-syllabus-list.pdf?MOD=AJPERES&ContentCache=NONE&CACHE=NONE&CVID=) and provide the exact name of each syllabus addressed. If your course does not address a specific syllabus, enter ‘N/A’.  Click or tap here to enter text. | | |
| --- | --- | --- | --- |
| Syllabus Stages  (Check all that apply) | Early Childhood  Early Stage 1 | Stage 1  Stage 2  Stage 3 | Stage 4  Stage 5  Stage 6 |

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) | Click or tap here to enter text. |
| --- | --- |

### Episodes within the course

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

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| --- |
| **Examples of episodes:**   * If a course consists of one ‘in person’ event completed in one day, then the course consists of one ’episode’. * If a course is delivered ‘in person’ over 2 days back-to-back, then the course consists of 2 ‘episodes’, one for each day. * If a course consists of a series of 3 ‘in person’ events delivered over 3 days spread across a school term, then the course consists of 3 ‘episodes’. * If a course consists of a series of 3 ‘virtual’ live webinars delivered over 3 days across a school term, then the course consists of 3 ‘episodes’. * If a course consists of a series of 5 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 2 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 one ‘episode’.  If there are 2 modules with time in between required for implementation, then record the course as consisting of 2 ‘episodes’. |

Provide an overview of the episode structure of the course.

| Number of episodes | Choose an item. |
| --- | --- |
| Over what period do you expect a participant to complete all episodes? | Choose an item. |
| At what time(s) of day can you offer this course?  (check all that apply) | Weekdays during school time  Weekdays after school  Weekdays after 6 pm  Weekends  Any time on demand (for online on demand courses only]) |

### Total duration of the course

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

|  |
| --- |
| **Total course duration:**   * must add to a whole or half-hour amount * must be at least one hour * only includes the time spent on learning and does not include time spent on meal breaks, networking, socialising, browsing stalls. |

Select the total course duration.

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

### 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 delivery modes. If you wish to change the mode of delivery, you will need to submit a new course application.

|  |
| --- |
| **NESA defines the following modes of delivery:**   * In person episodes only – all components of the course delivered ‘in person’ only. * Live virtual episodes only – all components of the course delivered via ‘live virtual’ methods only. * Self-paced online-on-demand episodes only – all components 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 components 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 components 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 components 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 components 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 components 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. |

Select the mode of delivery of the course.

| Mode of delivery | Choose an item. |
| --- | --- |

### Intended audience

Tell us about the intended audience.

| Target teacher  sector  (check all that apply) | Dept of Education schools/services  Catholic systemic schools/services  Independent schools/services |
| --- | --- |
| 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, for example stage leaders, subject leaders  Classroom teachers  Special education specialists |
| 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. |
| Teachers enrol and participate in the course as:  (check all that apply) | Individuals  A team of colleagues from one school  Whole school |
| Do participants pay a fee for the course? | Choose an item. |

### 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. This will be visible to teachers searching for a course to attend.

| **Learning goals (maximum 100 words in dot points)** |
| --- |
| Participants will:   * Click or tap here to enter text. |

### 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.

You must also 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.

| **Evidence base (maximum 300 words)** |
| --- |
| Click or tap here to enter text. |

| **Reference list (up to 5 references only)** | | |
| --- | --- | --- |
| **Author** | **Year** | **Title (and weblink if applicable)** |
|  |  |  |
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## Part 3 Course description

The course description is a critical part of the application. The emphasis is on the quality of your description rather than the overall length or quantity of information.

Describe your course in chronological order. Ensure your description is sufficiently detailed to enable you as the provider and the accreditation assessors 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 must 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.

| **Episode 1** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Episode duration** | Choose an item. | | **Episode mode of delivery** | If you are applying for a flexible mode of delivery for this episode, select both ‘in person’ and ‘live virtual’ and ensure that you describe how you will deliver the episode **for both modes of delivery.**  **in person**  **live virtual**  **self-paced online-on-demand** | |
| **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? |
| 1 | A |  |  | |  |
| 1 | B |  |  | |  |
| 1 | C |  |  | |  |

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

# Part 4 Monitoring attendance at your course

The nominated Account Owner 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.

## Attendance and participation requirements declaration

1. The organisation will monitor attendance and participation for every cohort that includes NSW accredited teacher for the period for which the course is accredited.
2. The organisation 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 organisation 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**

* electronic monitoring (for example, bar code or QR code tracking).

1. **For episodes delivered via the live virtual mode of delivery**, the organisation 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 organisation will ensure that teacher attendance and participation is monitored and recorded using all of the following methods:

* participation is 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.

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

### Declaration made by

|  |  |
| --- | --- |
| Account Owner name |  |
| On behalf of (organisation name) |  |
| Signature |  |
| Date |  |

# Part 5 Mapping to the NESA content criteria

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.

|  |
| --- |
| **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, NESA may accredit the course for up to 5 aspects if the course content adequately addresses those 5 aspects. |

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.

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| --- |
| **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 3 of the related Standard Descriptors: 2.2.2, 2.3.2 and 3.2.2. * A course of 3 hours duration addresses 2 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. |

In the table, nominate one aspect per row that your course addresses and describe:

* how each nominated aspect is addressed in your course, referring directly to the relevant episode(s) and part(s) of your course described above in Part 3. Use no more than 150 words per aspect.
* how your course enables teachers to meet each nominated Standard Descriptor in their practice either during or as a result of their learning in the course, referring directly to the relevant episode(s) and part(s) of your course described above in Part 3. Use no more than 150 words per descriptor.

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.

## Mapping to the content criteria

|  |  |  |  |
| --- | --- | --- | --- |
| **Nominated**  **aspect**  List the code only, eg C-PT-1a.  One aspect per row only. | **Where and how the aspect is addressed**  Describe how the aspect is addressed in the course, referring directly to the relevant episode(s) and part(s). Maximum 150 words.  The quality of your description is what matters most, rather than its length. | **Nominated Standard Descriptor(s)**  List the 3-digit code(s) only,  eg 3.2.2 | **Where and how teachers are enabled to meet the related Standard Descriptor(s)**  Describe how teachers are enabled to meet each descriptor in their practice either during or after the course, referring directly to the relevant episode(s) and part(s). Maximum 150 words per descriptor.  The quality of your description is what matters most, rather than its length. |
|  |  |  |  |

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

# Part 6 Meeting the principles of effective professional learning

A course must meet the 8 principles of effective professional learning. Each principle has a number of criteria. For some principles, all 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** | **Where the criterion is met** |
| The course focuses on content that meets at least one aspect of the NESA content criteria for the nominated priority area. | Applicants do not need to complete this field as the information is already detailed in *Part 3* *Course Description* and *Part 5 Mapping to the NESA Content Criteria*. |

### 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.** |
| 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** | **Where the criterion is met** |
| The course addresses the intent of the targeted APST Standard Descriptor(s). | You do not need to complete this field as the information is already detailed in *Part 3* *Course Description* and *Part 5* *Mapping to the NESA Content Criteria*. |

### AND

|  |  |
| --- | --- |
| **Principle 2 Criterion B** | **Where the criterion is met** |
| The course is aligned with NSW Curriculum/Early Years Learning Framework (where applicable). | You do not need to complete this field as the information is already detailed in *Part 3* *Course Description* and *Part 5* *Mapping to the NESA Content Criteria*. |

### AND

|  |  |
| --- | --- |
| **Principle 2 Criterion C** | **Where the criterion is met** |
| The course is aligned with relevant legislative and regulatory requirements, and is consistent with government and/or sector policies (where applicable). | You do not need to complete this field as the information is already detailed in *Part 3* *Course Description* and *Part 5* *Mapping to the NESA Content Criteria*. |

### AND

|  |  |
| --- | --- |
| **Principle 2 Criterion D** | **Where the criterion is met** |
| The course content and activities are logically sequenced and directed towards achieving the stated Learning Goals. | You do not need to complete this field as the information is already detailed in *Part 3* *Course Description* and *Part 5* *Mapping to the NESA Content Criteria*. |

## Principle 3: Duration

Your course must meet all criteria for this principle.

|  |  |
| --- | --- |
| **Principle 3 Criterion A** | **Where the criterion is met** |
| The total course duration must be one hour or more. | You do not need to complete this field as the information is already detailed in the *Total Course Duration* field. |

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

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 4 Criterion A** | **Where the criterion is met** |
| The course identifies a nominated target audience. | You do not need to complete this field as the information is already detailed in *Part 2* *Course format and background information.* |

### AND

|  |  |
| --- | --- |
| **Principle 4 Criterion B** | **Where the criterion is met** |
| The course is relevant to the participants’ professional experience and/or career stage (ie Proficient, Highly Accomplished, Lead Teacher). | You do not need to complete this field as the information is already detailed in *Part 2* *Course format and background information* and *Part 5 Mapping to the NESA Content Criteria*. |

## 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 relating to the course

The Policy outlines the requirements for organisations applying to have a course accredited as NESA Accredited PD.

Your organisation is not required to supply documentation related to these policy requirements during the application process. However, providers are required to comply with the requirements of the Policy and be able to provide evidence of such compliance at any time during the application process or during the period for which their course is accredited. If requested, evidence must be provided within 48 hours of the request or course accreditation may be cancelled.

If you tick ‘no’ to any of the requirements 1–13 below, your course cannot by accredited.

## Policy requirements declaration

As the Highest Responsible Officer and nominated Account Owner for the organisation, I/we declare that if the course is accredited, then for the period for which the course is accredited:

|  |  |  |
| --- | --- | --- |
| 1. The organisation will notify NESA of any change to the Highest Responsible Officer or nominated Account Owner within 48 hours of change. | yes | no |
| 1. The organisation will notify NESA of any significant change to the legal entity or status of the organisation within 48 hours of change. | yes | no |
| 1. The organisation will maintain current insurance cover to conduct PD activities, including but not limited to Public Liability Insurance. | yes | no |
| 1. The course content and delivery:  * complies 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 Safety Act 2011](https://www.legislation.nsw.gov.au/#/view/act/2011/10), the [Privacy and Personal Information Protection Act 1998](https://www.legislation.nsw.gov.au/#/view/act/1998/133) and the [Anti-Discrimination Act 1977](https://www.legislation.nsw.gov.au/#/view/act/1977/48). | yes | no |
| 1. The course will be delivered as described in this application. | yes | no |
| 1. The course designers and presenters hold appropriate qualifications or have appropriate experience. | yes | no |
| 1. The organisation holds a record of the qualifications of the course designer and presenter that can be produced on request. | yes | no |
| 1. The organisation holds a record of the materials used in the delivery of the course that can be produced on request. | yes | no |
| 1. The organisation owns or has permission to use the intellectual property of the course. | yes | no |
| 1. The details of each cohort (session) of the course will be uploaded to eTAMS at least 7 days before the cohort start date. | yes | no |
| 1. Teacher participation data will be uploaded to eTAMS within 30 days of participants completing the course. | yes | no |
| 1. The organisation will allow NESA officers to attend/participate in the course during the period of accreditation for auditing purposes. | yes | no |
| 1. The organisation will adhere to NESA’s guidelines for the promotion of NESA Accredited PD. | yes | no |
| 1. If the organisation has entered a partnership with a third party to design and/or deliver this course, there is a partnership agreement in place that will be included with this application.The partnership agreement must:  * be signed by all parties * detail ownership of the Intellectual Property * detail which parties are responsible for the development and delivery of the course, and for uploading participation into eTAMS. | yes, there is a partnership in place and the agreement is attached.  N/A, there is no partnership in place. | |

We acknowledge that, if the course is accredited, and the organisation fails to comply with any of the above requirements, then the accreditation of the course may be cancelled at any time.

### Declaration made for:

|  |
| --- |
|  |
| Organisation name |

### Declaration made by:

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Account Owner name |  | Highest Responsible Officer name |
|  |  |  |
| Account Owner role title |  | Highest Responsible Officer role title |
|  |  |  |
| Account Owner signature |  | Highest Responsible Officer signature |
|  |  |  |
| Date |  | Date |

|  |
| --- |
| After you have completed this application form, the Highest Responsible Officer has signed the *Fit and Proper Persons Declaration,* and the *Fit and Proper Persons Declaration* has been signed by a Justice of the Peace, email all required material to [pd@nesa.nsw.edu.au](mailto:pd@nesa.nsw.edu.au) to submit your application. If your organisation has previously submitted the Fit and Proper Persons Declaration for the same Highest Responsible Officer, you do not need to resubmit it.  Applications are processed in order of receipt. You will receive an email confirming receipt of your application. If you do not receive a confirmation email within 2 business days, please contact the team via [pd@nesa.nsw.edu.au](mailto:pd@nesa.nsw.edu.au). |