

NSW EDUCATION STANDARDS AUTHORITY

Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres

~~October 2015~~ January 2017 (incorporating changes from 2015 to 2017)

Please note: Amendments to the TAA Guidelines are noted, as they take effect, in the Official Notices of the [BOSTES Education Standards Bulletin](#). The most up-to-date TAA Guidelines at any time are available on the [BOSTES NSW Education Standards Authority](#) website <www.bostes.nsw.edu.au>.

Original published version updated:

October 2015 – Official Notice BOSTES 33/15

[December 2016 – Official Notice ~~xxxx~~BOSTES 50/16](#)

The ~~Board of Studies, Teaching and Educational Standards NSW~~ [NSW Education Standards Authority](#) reserves the right to make amendments to the TAA Guidelines at any time where additional information/clarification regarding policies or procedures is required. The current version of the TAA Guidelines will be maintained on the ~~BOSTES~~ [NSW Education Standards Authority](#) website. Schools will be advised of significant changes when they occur.

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Published by ~~Board of Studies, Teaching and Educational Standards NSW~~ [NSW Education Standards Authority](#)

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First published October 2015

[Updated January 2017](#)

DSSP-26179

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1. Introduction

The *Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres* ('the TAA Guidelines') contain the rules of the [Board of Studies, Teaching and Educational Standards NSW Education Standards Authority](#) ('the [BOSTES Authority](#)') for regulating teacher accreditation authorities under the *Teacher Accreditation Act 2004* ('the TA Act').

Under the TA Act, a teacher accreditation authority ('TAA') is approved to accredit persons in accordance with Part 4 of the TA Act. Specifically, approval authorises a TAA to accredit, in accordance with Part 4 of the TA Act, persons at such levels of accreditation as may be determined by the Minister.

Accreditation means that a teacher has met the *Australian Professional Standards for Teachers* ('the professional teaching standards') at one of the key stages of Graduate, Proficient Teacher, Highly Accomplished and Lead Teacher.

The TAA Guidelines provide the [BOSTES' Authority's](#) requirements and process to be approved as a TAA under the TA Act.

The TAA Guidelines apply to TAAs for non-government schools and early childhood education centres ('ECECs') for making accreditation decisions at Proficient Teacher level. In the future, additional guidelines will be issued by the [BOSTES Authority](#) with regard to the approval of TAAs for the higher levels of accreditation.

With regard to government schools, the TA Act provides that the Secretary of the NSW Department of Education is the TAA, or such other person or body as may be approved for the time being by the Secretary under the TA Act. For this reason, the TAA for government schools is not subject to the approval processes described in the TAA Guidelines although similar requirements apply.

The TAA Guidelines provide details about:

- the responsibilities of the Minister for Education, the [BOSTES Authority](#) and the Quality Teaching [Council Committee](#) ('the QTC') in relation to the approval of TAAs
- the responsibilities of TAAs under the TA Act with regard to accreditation decisions at Proficient Teacher level
- the legislative basis for the approval of TAAs and the [BOSTES' Authority's](#) regulatory framework
- the requirements to be complied with in order to be approved as a TAA
- the procedures for applying to be approved as a TAA
- the [BOSTES' Authority's](#) regulatory processes in relation to TAA approval
- refusal of an application for approval, conditions of approval, suspension and revocation of approval of a TAA
- internal review of a recommendation to refuse, suspend or cancel the approval of a TAA

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- other relevant information and a glossary.

The TAA Guidelines should be read in conjunction with the TA Act, the ~~Board of Studies, Teaching and Educational Standards~~ [NSW Education Standards Authority Act 2013](#) ('the ~~BOSTES Authority~~ Act') and the *Education Act 1990* ('the Education Act'). These statutes are collectively referred to as the education and teaching legislation.

The education and teaching legislation and the TAA Guidelines may be amended from time to time. TAAs need to be aware that they must abide by the current legislation and TAA Guidelines at all times.

The ~~BOSTES Authority's~~ TAA Guidelines are published on the ~~BOSTES Authority's~~ website <www.bostes.nsw.edu.au>. The TAA Guidelines published on the ~~BOSTES Authority's~~ website are always the most up-to-date version.

Provisions of the education and teaching legislation cited in the TAA Guidelines are up to date at the time of publication. The most up-to-date legislation at any time is available on the NSW Government's NSW legislation website <www.legislation.nsw.gov.au>.

Transitional arrangements

The ~~new~~ regulatory process described in these Guidelines ~~will commence~~ from on 1 January 2016.

Existing TAAs ~~that were in operation prior to 1 January 2016 at that time~~ will transition to the new regulatory process so as to align with the registration cycle of the TAA's school(s) under the Education Act.

For example, schools with registration periods that expire at the end of ~~2016-2017~~ that are seeking to renew their registration beyond ~~2016-2017~~ will be required to have a TAA approved under the TAA Guidelines with approval, if granted, to commence from 1 January ~~2017~~2018.

Applications for the approval of new TAAs for schools and ECECs received by the ~~BOSTES Authority~~ on or after 1 January 2016 will be assessed in accordance with the requirements and processes detailed in the TAA Guidelines.

At the end of 2020, these transitional arrangements will expire. From 2021, all TAAs will be subject to approval and the requirements detailed in the TAA Guidelines.

2. Legislative basis for the approval of TAAs

2.1 Responsibilities of the Minister for Education

Under Part 1, sections 4(4) and 4(5) of the TA Act, the Minister for Education ('the Minister') has the functions to approve, impose conditions on such approval, suspend or revoke the approval of a TAA.

The Minister has delegated the authority for these functions with regard to TAAs for non-government schools to the [BOSTES Authority](#) and the [BOSTES' Authority's School Registration and Accreditation Committee](#) ('the Committee').

2.2 Responsibilities of the [BOSTES Authority](#)

The [BOSTES Authority](#) is a body corporate pursuant to the [BOSTES Authority Act 2013 Act](#) with functions provided by that Act and the education and teaching legislation.

In 2014, the NSW Parliament passed changes to the TA Act effective on and from 5 January 2015 that included the [BOSTES Authority](#) having a greater role in the regulation of TAAs and teacher education programs and providers.

[In 2016, the NSW Parliament passed further changes to the TA Act effective on and from 1 January 2017 regarding the role of the Authority, including that only the Authority may suspend or revoke a teacher's accreditation.](#)

Under sections 4(5A) and 4(5B) of the TA Act, the [BOSTES Authority](#) has the functions to approve, impose conditions on such approval, suspend or revoke the approval of a TAA for ECECs. The [BOSTES Authority](#) has delegated the authority for these functions to the Committee.

The provisions of the education and teaching legislation and the delegation to the [BOSTES Authority](#), provides that the [BOSTES' Authority's](#) functions and powers, among other things, are to:

- (a) monitor the teacher accreditation process across all schools and ECECs
- (b) ensure that the professional teaching standards are applied fairly and consistently
- (c) under delegation from the Minister, approve, impose conditions on such approval or suspend or revoke the approval of a person or body to be a TAA in relation to a non-government school
- (d) approve, impose conditions on such approval or suspend or revoke the approval of a person or body to be a TAA in relation to an ECEC
- (e) conduct inspections in relation to its functions
- (f) make rules in relation to its functions.

Under the [BOSTES Authority Act](#), the [BOSTES Authority](#) may make rules for the exercise of its functions under the TA Act.

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The TA Act also provides that the [BOSTES' Authority's](#) rules may specify conditions in relation to teacher accreditation [and the approval of TAAs](#). The [BOSTES' Authority's](#) rules require the approval of the [BOSTES' Authority's Board](#) and then the Minister. The rule-making process is open and transparent and subject to broad consultation with key stakeholders.

The TAA Guidelines provide:

- (a) the [BOSTES' Authority's](#) rules specifying the requirements for approval of TAAs for non-government schools and ECECs to make teacher accreditation decisions under the TA Act at Proficient Teacher level
- (b) an elaboration of the requirements under the TA Act for TAAs, and references to other relevant legislation, conditions, policies, procedures and guidelines and any applicable [BOSTES' Authority](#) rules for TAA compliance
- (c) the evidence of compliance that an [Board-Inspector](#) will require that demonstrates the prospective compliance of a new TAA or the continuing compliance of an existing TAA
- (d) a description of the processes that will apply to the approval, imposition of conditions on such approval or the suspension or revocation of approval of a TAA.

2.2.1 Associated functions of the [BOSTES' Authority](#)

The TAA Guidelines are specific to the [BOSTES' Authority's](#) regulation of TAAs. The rules and procedures for other aspects of the teacher accreditation process are published by the [BOSTES' Authority](#) in other documents [and, in particular,](#) on the [BOSTES' Authority's teacher accreditation](#) website <www.nswteachers.nsw.edu.au>.

The [BOSTES' Authority's](#) School Registration and Accreditation Standards Directorate is responsible for regulating TAAs and making recommendations to the Committee regarding the approval [of a TAA and the,](#) suspension and revocation of TAA approval.

The [BOSTES' Authority's](#) Teaching Standards Directorate advises the QTC regarding the professional teaching standards and monitors the accreditation decisions within and across TAAs.

The [BOSTES' Authority's](#) Teacher Accreditation Directorate accredits teachers at conditional or provisional level, maintains the roll of teachers and oversees the process of suspension and revocation of accreditation.

The [BOSTES' Authority's](#) Initial Teacher Education [and Professional Learning](#) Directorate recommends, monitors and evaluates initial [and continuing](#) teacher education courses and programs for accreditation purposes.

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[The Authority's Professional Learning Directorate recommends, monitors and evaluates continuing teacher education courses and programs for accreditation purposes.](#)

Detailed information about teacher accreditation is available on the [BOSTES' Authority's teacher accreditation](#) website <www.nswteachers.nsw.edu.au>.

For specific inquiries, refer to the contact details below:

- for inquiries about applications for initial approval or renewal of approval of a TAA, the [BOSTES' Authority](#) may be contacted on 02 9367 8111 or by email to <TAAapproval@bostesnswesa.nsw.edu.au>
- for all other inquiries about teacher accreditation, refer to the [teacher accreditation Authority's](#) website <www.nswteachers.nsw.edu.au> or email to <contactus@bostesnswesa.nsw.edu.au>.

With regard to the [BOSTES' Authority's](#) regulation of TAAs, the TAA Guidelines provide the rules of the [BOSTES' Authority](#). Should a difference in the rules identified in the TAA Guidelines and those described elsewhere be identified, the rules of the TAA Guidelines apply.

2.3 Responsibilities of the QTC

The QTC is established by Part 2, Division 4 of the TA Act with the function to advise the [BOSTES' Authority](#) in relation to the exercise of the [BOSTES' Authority's](#) functions under the TA Act. This includes advice in relation to rules regarding the regulation of TAAs.

The QTC also has the delegated function of endorsing rules for consideration by the [BOSTES' Authority](#) in relation to approving, imposing conditions on such approval, suspending or revoking the approval of TAAs for non-government schools and ECECs.

2.4 Responsibilities of TAAs

Section 4 of the TA Act provides that TAAs:

- (a) are authorised to accredit teachers in accordance with Part 4 of the TA Act at the accreditation level for which the TAA is approved
- (b) must comply with:
 - (i) the accreditation procedures and guidelines set out in the professional teaching standards provided under the TA Act, and
 - (ii) the conditions imposed by or under the TA Act, and
 - (iii) such other conditions as the Minister thinks fit to impose.

In exercising the authority of a TAA under the TA Act, a TAA must have regard to all relevant provisions of the TA Act, in particular the following sections.

Section 21(1) of the TA Act provides that the TAA for a school or ECEC may:

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- (a) accredit any person who is employed to teach in the school or ECEC (including any person who has applied for a position as a teacher in the school or ECEC) at the accreditation level for which the TAA is approved.
- ~~(b) revoke the accreditation (including the accreditation by another TAA) of any person:~~
 - ~~(i) who is employed to teach in the school or ECEC, or~~
 - ~~(ii) who was previously employed to teach in the school or ECEC (but who is no longer employed to teach in that or any other school or ECEC).~~

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Under section 25A(1) of the TA Act, a TAA cannot accredit a person unless the person holds a working with children check clearance under the *Child Protection (Working with Children) Act 2012*.

Section 32(1) of the TA Act provides for a TAA to accredit teachers at the accreditation level for which the TAA is approved if the person:

- (a) is provisionally accredited under section 30, or
- (b) is conditionally accredited under section 31 and has completed an approved course, or
- (c) satisfies any requirements for accreditation that are prescribed by the regulations or specified in the rules of the [Beard Authority](#), and the [authority TAA](#) is satisfied that the person meets the requirements for accreditation at the relevant accreditation level.

Section 32(2) provides for a TAA to refuse an application to accredit a person at the accreditation level for which the TAA is approved.

Under section 27(1)(a) of the TA Act, a person may apply to the NSW Civil and Administrative Tribunal ('the Tribunal') for an administrative review under the *Administrative Decisions Review Act 1997* ('the ADR Act') for the refusal or failure by a TAA to accredit the person under Part 4 of the TA Act.

[Under section 42B\(3\) of the TA Act, a TAA is required to notify the Authority if it becomes aware of any information that is or may be relevant to any of the grounds for which a teacher's accreditation may be suspended or revoked by the Authority.](#)

In exercising the authority of a TAA under the TA Act, a TAA must have regard to all relevant teacher accreditation policies of the [BOSTES Authority](#).

To be approved to accredit teachers at the level of the professional teaching standards for which the TAA is approved, a TAA for non-government schools and/or ECECs must comply with the requirements of the TA Act and the rules and policies of the [BOSTES Authority](#), as detailed in the TAA Guidelines, at all times.

The [BOSTES' Authority's](#) teacher accreditation policies are available on the [BOSTES' Authority's teacher accreditation](#) website <www.nswteachers.nsw.edu.au/publications-policies-resources/policies>.

3. The [BOSTES' Authority's](#) regulatory framework for monitoring and approving TAAs

The education and teaching legislation provides for the [BOSTES Authority](#) to be responsible for regulating TAAs.

The [BOSTES Authority](#) also regulates school systems and individual non-government schools pursuant to the Education Act. The school regulatory model encompasses registration and accreditation processes.

The [BOSTES' Authority's](#) regulatory model for monitoring and approving TAAs complements the school regulatory model to include the TA Act requirements for TAAs. There are significant administrative efficiencies and synergies for TAAs, schools and the [BOSTES Authority](#) in adopting this approach.

The [BOSTES Authority will adopt](#) a similar regulatory model for the approval of TAAs for ECECs.

The key features of the regulatory model for the regulation of TAAs are:

- (a) a five-year review cycle that, in the case of TAAs that are [also](#) the proprietor of a non-government school(s), will be aligned to the registration period of the TAA's school(s) [as relevant](#)
- (b) approval of new individual TAAs will be for an initial period of 12 months and, subject to an application and approval process, for renewable periods of up to five years
- (c) approval of systemic TAAs that perform the role of TAA for a number of associated schools and/or ECECs
- (d) systemic TAAs will be subject to a review of the teacher accreditation process for a sample of associated schools/ECECs annually
- (e) separate approval will be required for each of the different levels of teacher accreditation (note: Further guidelines for the approval of TAAs for the higher levels of accreditation will be developed and become effective in the future.)
- (f) an internal review process in relation to recommendations to refuse an application for approval or to suspend or revoke approval as a TAA
- (g) the [BOSTES' Authority's](#) Registration and Accreditation Committee ('the Committee') will approve, impose conditions on such approval or suspend or revoke the approval of a corporation or legal entity to be a TAA.

3.1 Types of TAAs eligible to be approved

Under the TAA Guidelines, a TAA must be a corporation or an approved legal entity. Forms of legal entities approved to be a TAA, other than a corporation, are registered companies and trusts including religious bodies. While an individual person has legal status as a 'natural person', an individual will not be an approved legal entity for the purpose of being a TAA.

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In order to function as a TAA, a legal entity may delegate all or part of the functions of being a TAA to an authorised delegate including the authority to act on behalf of the TAA by making decisions in relation to the accreditation of teachers at Proficient Teacher level under the TA Act.

An **'authorised delegate'** of a TAA may be an officer of the TAA, such as a member of the governing board of the TAA or the chief executive officer, director or other executive role within the TAA, or a position within the school or ECEC such as a Principal (or equivalent). [The 'prime authorised delegate' is the role/position that has been delegated by the TAA to be the TAA's primary authority to exercise the functions of the TAA including to make decisions regarding the routine operation of the TAA and the accreditation of teachers.](#)

[A TAA may delegate authority to make accreditation decisions to more than one role/position but it must have one prime authorised delegate.](#)

The person appointed by the legal entity as an authorised delegate of the TAA (an **'authorised person'**) must be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC.

3.1.1 Individual and systemic TAAs

Approved individual TAAs exercise the authority of a TAA under the TA Act for an individual school and/or ECEC.

Approved systemic TAAs are identified as TAAs that are:

- the proprietor of a number of schools and/or ECECs, and/or
- have a formal written agreement that provides for the TAA to exercise the authority of a TAA under the TA Act for a number of associated schools and/or ECECs.

The requirements to be approved as a TAA are the same for individual TAAs and systemic TAAs.

3.2 The role of the [BOSTES Authority](#) in regulating TAAs

In order to exercise its functions in relation to regulating TAAs, the [BOSTES Authority](#) is responsible for setting the regulatory and accountability requirements to be approved as a TAA for non-government schools and ECECs and oversight of compliance with these requirements. These requirements represent the minimum standards to be met for a TAA to be approved by the Committee to make accreditation decisions at Proficient Teacher level.

The requirements assist TAAs by stating the range of policies and procedures that need to be in place in order to demonstrate compliance with the TA Act and the requirements described in the TAA Guidelines.

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The [BOSTES' Authority's](#) monitoring process involves dialogue between TAAs and personnel at the [BOSTES Authority](#) including [Board](#)-Inspectors. The [BOSTES Authority Act](#) provides for [Board](#)-Inspectors to have a role to inspect TAAs for the purpose of determining whether there has been compliance with or a contravention of the TA Act and the requirements described in the TAA Guidelines.

In summary, the [BOSTES Authority's](#) regulation of TAAs includes:

- making recommendations to the Committee about the approval of a TAA for a non-government school or ECEC to accredit teachers at Proficient Teacher level
- issuing rules for TAAs in the form of the [BOSTES' Authority's](#) TAA Guidelines
- inspecting TAAs to determine compliance with or a contravention of the TA Act and the requirements described in the TAA Guidelines based on a risk management approach
- investigating and reporting in relation to matters concerning the approval of TAAs to accredit teachers at Proficient Teacher level including matters identified by the [BOSTES Authority](#) in relation to the fairness and consistency of the TAAs reporting and decision making.

In carrying out its responsibilities in relation to regulating TAAs, the [BOSTES Authority](#) is committed to complying with the *Privacy and Personal Information Protection Act 1998* (NSW). It is also mindful of confidential matters related to the business affairs of TAAs. The Information Protection Principles detailed in sections 8 and 9 of the Privacy and Personal Information Protection Act set the privacy standards that the [BOSTES Authority](#) is required to follow when dealing with personal information. The [BOSTES' Authority's Privacy Management Plan](#) describes how the [BOSTES Authority](#) complies with the Information Protection Principles in relation to personal information supplied by TAAs in complying with the requirements. The Privacy Management Plan is available on the [BOSTES Authority's](#) website <www.bostes.nsw.edu.au>.

3.2.1 The role of [Board](#)-Inspectors for monitoring TAAs

The [BOSTES Authority](#) appoints [Board](#)-Inspectors for the purposes of exercising its functions under the education and teaching legislation, including the TA Act.

For the purposes of approving and monitoring a TAA, an [Board](#)-Inspector may have access, at all reasonable times, to:

- educational premises including having full and free access to any educational premises, and
- any documents that are on the premises and may remove, or make copies of, any such document.

3.3 The TAA approval process

The [BOSTES' Authority's](#) process for the approval of TAAs contains the following key features:

- applications for initial and renewed approval
- specified periods of approval
- inspections of TAAs by [Board](#) Inspectors
- recommendations to and decision making by the Committee
- routine monitoring of TAA compliance with the requirements for approval as a TAA
- provisions for conditions of approval, suspension and revocation of approval as a TAA
- systemic or individual TAAs.

TAAs seeking initial or renewed approval as a TAA must make an application in a form and at a time as determined by the [BOSTES Authority](#). The [BOSTES' Authority's](#) processes for assessing applications include:

- each application for initial and renewed TAA approval will be assessed by an [Board](#) Inspector by documentation review and inspection [in accordance with the Authority's risk management approach](#)
- based on assessment of the available evidence, an [Board](#) Inspector will prepare a report and make a recommendation relating to approval
- the Committee will consider the [Inspector's](#) report and recommendation and make a decision relating to approval of the TAA
- a procedurally fair internal review process for a recommendation to refuse approval of a TAA.

3.3.1 Initial approval of a TAA seeking approval

Proposed individual or systemic TAAs seeking approval as a TAA for the first time, must make an application for initial approval in a form determined by the [BOSTES Authority](#). Applications for initial approval are made not later than 31 March in the year preceding the calendar year in which the TAA intends to commence accrediting teachers at Proficient Teacher level.

The maximum period for which initial approval may be granted is one (1) year.⁴

3.3.2 Renewal of approval of a TAA

TAAs seeking renewal of approval must make application for renewal of approval in a form determined by the [BOSTES Authority](#).² The [BOSTES Authority](#) requires that

⁴ ~~Note: During 2016, the first year of transitioning to the TAA Guidelines, the BOSTES Authority may, subject to the recommendation of an [Board](#) Inspector, approve a period of initial approval that is greater than 12 months but less than 24 months in order to provide for the period of initial approval of a new TAA to commence partway through one year and conclude at the end of the next calendar year.~~

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applications for renewal of approval be submitted at least nine months before existing approval is due to expire, or at a later date decided by the [BOSTES Authority](#) and communicated to the TAA in writing.

An individual or systemic TAA applying for renewal of approval must demonstrate:

- whether or not the TAA continues to satisfy the requirements of approval
- whether or not, since the TAA's approval was granted or last renewed, the TAA has complied with the conditions of approval.

Under authority of the TA Act, the [BOSTES Authority](#) may impose conditions on any renewed period of approval.

The [BOSTES Authority](#) has determined that the maximum period for which approval may be renewed is five years. The period of renewal of approval for TAAs for non-government schools will align with the period of renewal of non-government school registration. The period of renewal of approval for TAAs for ECECs will be based on a maximum period of five (5) years for renewed approval.

The TA Act makes provision for the [BOSTES Authority](#) to reduce the period of a TAA's approval if at any time before the expiry of the period of approval of the TAA, the Committee is not satisfied that the TAA is complying with the requirements for approval described in section 4 of the TAA Guidelines.

3.3.3 Monitoring systemic TAAs

The [BOSTES Authority's](#) process for inspecting a systemic TAA that is also the authority for a system of non-government schools under the Education Act (a registration system) will be integrated within the [BOSTES Authority's](#) annual monitoring of the registration system.

The [BOSTES Authority's](#) process for inspecting other systemic TAAs will be based on a risk management approach having regard to the context of the TAA and the agreement between the TAA and associated schools and/or ECECs. The process will be similar to the annual monitoring of a registration system, including the sampling of associated schools and/or ECECs annually.

If a systemic TAA has five or fewer associated schools and/or ECECs, the [BOSTES Authority](#) may agree to a monitoring schedule that is less frequent than every year, subject to the [BOSTES Authority's](#) risk management approach. For example, the [BOSTES Authority](#) may review the TAA's implementation of its policies and procedures in associated schools and/or ECECs at the time non-government school registration of each school is renewed, if relevant.

¹ Note: Existing TAAs ~~as at that were in operation prior to~~ 1 January 2016, may apply for renewal of approval. All other proposed TAAs must seek initial approval.

3.3.4 Conditions of approval

Under section 4 of the TA Act, the approval of a TAA is subject to the requirement that the TAA complies with:

- the accreditation procedures and guidelines set out in the professional teaching standards, and
- the conditions imposed under the TA Act, and
- such other conditions as the Committee, under delegation from the Minister and the [BOSTES Authority](#), thinks fit to impose.

The TA Act makes provision for the Committee, under delegation, to impose conditions on the approval of a TAA. These conditions include:

- that an approved TAA complies with the requirements detailed in the TAA Guidelines at all times
- a specified period of approval
- the level of teacher accreditation decision the TAA is approved to make
- that a TAA be approved to make decisions to accredit teachers at Proficient Teacher level only
- that a TAA be approved to make decisions relating to maintenance of accreditation at Proficient Teacher level only.

The Committee, under delegation, may impose other conditions on the approval of a TAA including that a TAA's period of approval be reduced or that a renewed period of approval be limited to less than the maximum period of five years. The Committee, under delegation, may impose such conditions based on the recommendation of an [Board-Inspector](#) and a determination that the [inspector Inspector](#) is not satisfied that the requirements for approval are being complied with by the TAA.

3.3.5 Refusal of approval

Under the TA Act, the Committee, under delegation, may refuse an application from a proposed or currently approved TAA on the following grounds:

- that the applicant has not furnished such further information in relation to the application as the [BOSTES Authority](#) requires
- that the applicant for a proposed new TAA has not demonstrated to the satisfaction of an [Board-Inspector](#) a capacity to comply with the conditions of approval
- that the applicant for a renewed period of approval has not demonstrated to the satisfaction of an [Board-Inspector](#) that the TAA is complying with the conditions of approval.

3.3.6 Suspend or revoke approval

The Committee, under delegation, may suspend or revoke the approval of a TAA under the TA Act, based on the recommendation of an [Board-Inspector](#).

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An ~~Board~~ Inspector may recommend that a TAA's approval be suspended if the ~~inspector~~ Inspector is not satisfied that the requirements for approval are being complied with by the TAA.

An ~~Board~~ Inspector may recommend that a TAA's approval be revoked if the ~~inspector~~ Inspector is satisfied that the TAA is not complying with the requirements to be approved.

If the approval of a TAA is suspended or revoked, the TAA must provide written notification that it is not approved or is suspended and is no longer able to operate to each school and/or ECEC associated with the TAA and the teachers of each school and/or ECEC undertaking accreditation processes with the TAA.

It is the responsibility of the proprietor of each school and/or ECEC to ensure that an arrangement is in place with an approved TAA for the accreditation of teachers at the school and/or ECEC.

3.3.7 Appeal for review of certain decisions

A TAA may seek an internal review from the ~~BOSTES~~ Authority for a decision by the Committee to refuse, suspend or revoke approval or to reduce a period of approval (refer to section 9 of the TAA Guidelines).

4. Requirements for approval of teacher accreditation authorities for Proficient Teacher level

This section of the TAA Guidelines details the requirements that all TAAs approved to accredit teachers at the Proficient Teacher level of the professional teaching standards must meet. It also details the evidence of compliance that TAAs must maintain at all times during any period of approval and the records to be maintained as evidence of the TAA implementing its policies and procedures.

The requirements to be approved as an individual or systemic TAA relate to:

- the structure and governance of the TAA
- policies and procedures that are consistent with [BOSTES Authority's](#) teacher accreditation policies for:
 - accrediting teachers at Proficient Teacher level
 - making decisions regarding maintenance of teacher accreditation at Proficient Teacher level
 - [suspending or revoking teacher accreditation at Proficient Teacher level notifying the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked](#)
- policies and procedures for notifying the [BOSTES Authority](#) in specified circumstances
- provisions for sharing information with employers and other approved TAAs.

The requirements to be approved as a TAA must be met by all TAAs, including both individual and systemic TAAs. Within the totality of a TAA's policies and procedures, all requirements must be addressed. The specific title and scope of each TAA's policies and procedures will vary according to the particular context of the TAA.

The following provides an overview of the requirements.

Requirement	
4.1	Structure and governance of the TAA
4.2	Policies and procedures for accrediting teachers at Proficient Teacher level <ul style="list-style-type: none"> 4.2.1 Policies and procedures for providing an orientation to the TAA's processes 4.2.2 Policies and procedures for assessing for teacher accreditation purposes 4.2.3 Policies and procedures for reporting and decision making
4.3	Policies and procedures for making decisions regarding maintenance of teacher accreditation at Proficient Teacher level
4.4	Policies and procedures for suspending or revoking teacher accreditation at Proficient Teacher level relating to suspension or revocation of teacher accreditation

4.5	Policies and procedures for notifying the BOSTES-Authority in specified circumstances
4.6	Provisions for sharing information with employers and other approved TAAs

4.1 Structure and governance of the TAA

An approved TAA must be an approved legal entity with policies and procedures for governance of the TAA's operation.

A TAA must be a corporation or an approved legal entity.

A legal entity is an individual or organisation that is legally permitted to enter into a contract and be accountable for its contractual obligations. Forms of legal entities approved to be a TAA, other than a corporation, are registered companies and trusts including religious bodies. While an individual person has legal status as a 'natural person', an individual will not be an approved legal entity for the purpose of being a TAA.

The authority of a legal entity that is approved to be a TAA is specific to the purpose of making teacher accreditation decisions under the TA Act. This authority, and the obligations that accompany this authority, are separate to other authorities or obligations that the legal entity may have as an employer or a proprietor of a non-government school or ECEC. The governance of an approved TAA must provide for the TAA to exercise its authority as a discrete process in accordance with the TA Act.

A TAA may delegate all or part of the functions of being a TAA to an authorised delegate. Typically, a legal entity that is an approved TAA will need to appoint an officer to act on its behalf including authorising the officer to make teacher accreditation decisions, under the TA Act, on behalf of the TAA in relation to accreditation at Proficient Teacher level.

An '**authorised delegate**' may be an office holder of the TAA, such as a member of the governing board of the TAA or the chief executive officer, director or other executive role within the TAA, or a position within the school or ECEC such as a Principal (or equivalent). [The '**prime authorised delegate**' is the role/position that has been delegated by the TAA to be the TAA's primary authority to exercise the functions of the TAA including to make decisions regarding the routine operation of the TAA and the accreditation of teachers. A TAA may delegate authority to make accreditation decisions to more than one role/position but it must have one prime authorised delegate.](#) The person appointed by the legal entity as an authorised delegate of the TAA (an 'authorised person') must be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC.

Any person with a role in making a recommendation to the TAA to accredit a teacher at Proficient Teacher level or in relation to an internal review on behalf of

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the TAA must be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC.

To be approved, a TAA must have documents to describe the structure and governance of the TAA including details of the TAA's type of legal entity, how the TAA's operation is governed and how the functions of the TAA are implemented including a delegation schedule for any delegated authority to the TAA's authorised delegate(s) and any other person with a role in making a recommendation to the TAA to accredit a teacher at Proficient Teacher level.

To be approved, a TAA must have and implement policies and procedures for:

- mitigating the risk of conflict of interest in the TAA's processes and decision making and for managing any conflicts of interest that arise in exercising the TAA's authority
- handling complaints and grievances about the TAA's accreditation process from teachers and other stakeholders in the teacher accreditation process.

If a TAA is not the legal entity that is the proprietor of the non-government school(s) and/or ECEC(s) for which the TAA makes teacher accreditation decisions, the TAA must have and implement documented arrangements with the legal entity that is the proprietor of the school(s) and/or ECEC(s) to provide for the TAA to exercise its authority under the TA Act.

Evidence of compliance

An approved TAA must maintain documentation in relation to the structure and governance of the TAA including:

- the TAA's type of legal entity including evidence of the legal entity
- evidence of whether the legal entity operates for-profit or not-for-profit
- an overview of the organisational structure of the TAA
- how the authority and functions of the TAA under the TA Act are implemented including a delegation schedule
- a description of the responsibilities of each role related to the TAA's authority and functions including processes for managing and supervising all persons undertaking these roles.

An approved TAA must have in place and implement policies and procedures for:

- mitigating the risk of conflict of interest in the TAA's processes and decision making and for managing any conflicts of interest that arise in exercising the TAA's authority
- complaints and grievances, with specific reference to processes for raising and responding to concerns raised about the TAA's accreditation process by teachers and other stakeholders in the accreditation process.

If a TAA is not the legal entity that is the proprietor of the non-government school(s) and/or ECEC(s), for which the TAA makes teacher accreditation decisions, the TAA must maintain evidence of the written agreement that:

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- documents the arrangements between the TAA and the proprietor (legal entity) of the non-government school(s) and/or ECEC(s) for making teacher accreditation decisions under the TA Act
- identifies the respective roles and responsibilities of the TAA and the school(s) and/or ECEC(s)
- provides for the TAA to notify the [BOSTES Authority](#) if the contract or agreement between the TAA and a school or ECEC is terminated by the TAA or the school or ECEC prior to the expiry of the term of the contract or agreement and the reasons for that termination.

Records

An approved TAA must maintain, for the current period of approval, records of:

- documentation used to determine the suitability of the TAA's authorised delegate(s) to make teacher accreditation decisions on behalf of the TAA including evidence that ~~the any~~ authorised delegate:
 - is an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC
 - has a current working with children check clearance
 - has the necessary skills, experience and expertise to accredit teachers fairly and consistently as required by the TA Act
- managing any conflicts of interest that have arisen in accordance with its policies and procedures
- if relevant, handling complaints and grievances raised with the TAA about the TAA's teacher accreditation processes, in accordance with its policies and procedures.

If a TAA is not the legal entity that is the proprietor of a non-government school or ECEC, the TAA must maintain evidence of the written agreement that:

- documents the arrangements between the TAA and the proprietor of the non-government school(s) and/or ECEC(s) for making teacher accreditation decisions under the TA Act
- identifies the respective roles and responsibilities of the TAA and the associated school(s) and/or ECEC(s)
- provides for the TAA to notify the [BOSTES Authority](#) if the contract or agreement between the TAA and a school or ECEC is terminated by the TAA or the school or ECEC prior to the expiry of the term of the contract or agreement and the reasons for that termination
- identifies the school(s) and/or ECEC(s) for which the TAA makes teacher accreditation decisions.

4.2 Policies and procedures for accrediting teachers at Proficient Teacher level

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TAA's are responsible for developing and implementing policies and procedures for exercising authority under the TA Act to accredit teachers at Proficient Teacher level in accordance with Part 4 of the TA Act.

A TAA's policies and procedures must be consistent with the accreditation procedures and guidelines set out in the professional teaching standards provided under the TA Act, all relevant rules and policies published by the [BOSTES-Authority](#) and the requirements detailed in the TAA Guidelines.

In order to be approved, a TAA must have policies and procedures for:

- providing an orientation for teachers to the TAA's teacher accreditation process under the TA Act
- assessing teachers for accreditation purposes
- reporting and decision making that is fair and consistent.

Sections 4.2.1 to 4.2.3 detail the required policies and procedures.

4.2.1 Policies and procedures for providing an orientation to the TAA's processes

An approved TAA must have policies and procedures for providing an orientation to the TAA's accreditation process.

An approved TAA must provide an orientation to the TAA's teacher accreditation process for teachers who are seeking accreditation. The orientation is to be specific to the TAA's processes for exercising its authority under the TA Act and must set out the respective roles and responsibilities of the TAA and teachers in the TAA's teacher accreditation process.

The requirement for orientation to the TAA's accreditation process is specifically for the purpose of providing teachers newly employed by school(s) and/or ECEC(s) of the TAA with information about the TAA's process and expectations for accrediting teachers. The orientation provided by a TAA for this purpose must be a discrete element of any other orientation provided by an employer or another organisation for other purposes.

The orientation must be provided within three (3) months of a teacher commencing the teacher accreditation process with a TAA and must include providing each teacher seeking to be accredited by the TAA with a copy of the TAA's teacher accreditation policies and procedures, including the policies and procedures specified in 4.2, 4.3 and 4.4 of the TAA Guidelines.

Evidence of compliance

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An approved TAA must have in place and implement policies and procedures for providing an orientation for teachers seeking accreditation at the Proficient Teacher level, including:

- an orientation program that will assist each teacher to understand the TAA's teacher accreditation processes including:
 - the respective roles and responsibilities of the TAA and the teacher seeking accreditation
 - requirements for accreditation that are consistent with Part 4 of the TA Act, the professional teaching standards and all relevant rules published by the [BOSTES Authority](#)
 - an overview of the key stages of the TAA's accreditation process and expected time frames for each stage to be conducted and concluded in order to make an accreditation decision within the time frames provided by the TA Act and all relevant rules published by the [BOSTES Authority](#)
 - the reasons for which the TAA will decide to accredit a teacher and the reasons for which the TAA will decide to refuse to accredit a teacher in accordance with the TA Act
 - a description of the mentoring and support services available to teachers seeking accreditation, as relevant
 - provisions for an internal review of certain decisions
 - complaints processes
- processes for providing an orientation program that is delivered within the first three (3) months of a teacher commencing the teacher accreditation process with the TAA
- processes for providing a copy of the TAA's policies and procedures specified in 4.2, 4.3 and 4.4 of the TAA Guidelines to each teacher newly employed by a school or ECEC of the TAA seeking teacher accreditation with the TAA
- processes for maintaining records of the orientation provided for each teacher.

Records

An approved TAA must maintain for each teacher seeking accreditation with the TAA during the current period of approval, records, as relevant, of the orientation to the TAA's teacher accreditation processes including:

- maintaining a register of the TAA's orientation process identifying the following details for each teacher newly employed by a school or ECEC of the TAA seeking accreditation:
 - name of teacher
 - date of commencing the teacher accreditation process
 - details of completing the TAA's orientation process including (date(s) and person(s) who conducted the orientation)
- a record of each teacher newly employed by a school or ECEC of the TAA seeking accreditation receiving a copy of the TAA's policies and procedures specified in 4.2, 4.3 and 4.4 of the TAA Guidelines.

4.2.2 Policies and procedures for assessing teachers for accreditation purposes

An approved TAA must have policies and procedures for assessing teachers for accreditation purposes.

To be approved, a TAA must have and implement policies and procedures for assessing teachers for accreditation purposes, that is, assessing in order to inform the teacher accreditation decision to be made by the TAA under the TA Act.

The TAA's policies and procedures must provide for assessment practices that are consistent with the authority of the TAA under the TA Act and all relevant rules and teacher accreditation policies published by the [BOSTES Authority](#).

The TAA's policies and procedures must be fairly and consistently applied.

The requirement for assessment as part of the TAA's accreditation process is specifically for the purpose of assessing teachers in order to make an informed decision to accredit, or not, a teacher at Proficient Teacher level. The assessment process for this purpose must be a discrete element of any other assessments made by an employer or another organisation for other purposes.

Evidence of compliance

An approved TAA must have in place and implement policies and procedures for assessing teachers seeking accreditation at the Proficient Teacher level, including:

- assessment processes that are consistent with the authority of the TAA under Part 4 of the TA Act and all relevant rules published by the [BOSTES Authority](#)
- assessment processes that include:
 - processes for evidence based and procedurally fair assessment
 - identification of the roles and responsibilities of persons who assess teachers for the purpose of the TAA's accreditation process
 - identification of the TAA's expectations of the role and responsibilities of teachers being assessed for accreditation purposes
 - an overview of the TAA's accreditation timeline identifying key stages of the process within the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level
 - the TAA's process for assessing whether teachers have met the professional teaching standards
 - the TAA's process for providing feedback, mentoring and support to teachers, at regular intervals during the accreditation process, as relevant
 - the evidence to be collected by the TAA and the teacher
 - early identification of and notification to teachers 'at risk' of not being accredited within the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level
- monitoring the progress of each teacher in each of the TAA's key stages of the accreditation process and, as each new key stage is commenced, providing

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specific information about the process for that stage including the names of supervisors and dates for the accreditation process to be implemented during the stage

- maintaining records of the supervision and assessment of each teacher seeking accreditation.

Records

For each teacher being assessed for the purposes of teacher accreditation, for the current period of the TAA's approval, the TAA must maintain records of implementing the assessment process including:

- evidence of providing to each teacher details of the TAA's policy and procedures for assessing the teacher including, as each new key stage is commenced, details of the name(s) of supervisor(s) and specific dates for the accreditation process to be conducted so that the overall process is concluded within the time provisions of the TA Act
- records of the TAA's assessment of each teacher for accreditation purposes including:
 - date(s) of teacher assessment
 - name of supervisor conducting the assessment
 - nature of the assessment process and the evidence gathered
 - findings of the assessment and any recommended follow up actions
 - formal advice, feedback or reports provided by the TAA to the teacher seeking accreditation
 - any formal notice provided by the TAA to the teacher seeking accreditation that the teacher is 'at risk' of not being accredited at Proficient Teacher level.

4.2.3 Policies and procedures for reporting and decision making

An approved TAA must have policies and procedures for reporting and decision making that is fair and consistent in relation to teacher accreditation.

To be approved, a TAA must have and implement policies and procedures for preparing teacher accreditation reports and making accreditation decisions with specific reference to:

- reporting and decision making practices that comply with the TA Act and all relevant rules published by the [BOSTES Authority](#)
- decision making that is fair and consistent having regard to the professional teaching standards
- processes to inform a teacher of the right to apply for an internal review and the provision, under section 27(1)(a) of the TA Act, of the right to apply to the Tribunal for an administrative review of the TAA's refusal or failure to accredit the teacher under Part 4 of the TA Act.

The TAA's policies and procedures must provide for reporting and decision making practices that are consistent with the authority of the TAA under the TA Act and all relevant rules and teacher accreditation policies published by the [BOSTES Authority](#).

The TAA's policies and procedures must be fairly and consistently applied.

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The requirement for reporting and decision making is specific to the purpose of the TAA's authority under the TA Act in relation to teacher accreditation at Proficient Teacher level. The TAA's reporting and decision making must be a discrete element of any other reporting or decision made by an employer or another organisation for other purposes.

Evidence of compliance

An approved TAA must have in place and implement policies and procedures for:

- processes for evidence based and procedurally fair decision making
- reporting and decision making practices that comply with the TA Act and all relevant rules published by the [BOSTES-Authority](#)
- provisions for a recommendation made to the TAA to accredit or refuse to accredit a teacher to be made by a person delegated by the TAA who is an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC
- decision making that is fair and consistent having regard to the professional teaching standards
- an overview of the TAA's reporting and decision making process including:
 - identification of the evidence to be gathered by the TAA and the teacher for inclusion in the teacher accreditation report
 - providing a copy of the teacher accreditation report to the teacher prior to the report being considered by the TAA for the accreditation decision
 - providing an opportunity for the teacher to respond to the report prior to the accreditation decision being made
 - formal notice by the TAA to a teacher of the TAA's accreditation decision
- submitting accreditation report to the [BOSTES-Authority](#) within 21 days of making an accreditation decision
- issuing the [certificate of teacher accreditation generated by the BOSTES Authority's generated certificate of teacher accreditation](#) to teachers granted accreditation at the Proficient Teacher level by the TAA
- addressing any feedback received by the TAA from the [BOSTES-Authority](#) in relation to the fairness and consistency of the TAA's reporting and decision making
- maintaining records of the reporting and decision making of the TAA for each teacher seeking accreditation.

An approved TAA must have in place and implement procedurally fair policies and procedures in relation to making a decision to refuse ~~or fail~~ to accredit a teacher at Proficient Teacher level, including:

- written notice to a teacher of the TAA's intention to refuse ~~or fail~~ to accredit a teacher at Proficient Teacher level identifying the reasons for the intended decision
- a statement in the written notice that the person concerned may make submissions to the TAA in relation to the proposed refusal ~~or failure~~ to accredit the teacher within fourteen (14) days after the date of the notice to seek an internal review of the TAA's intended decision

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- a requirement that, if a teacher seeks an internal review of an intention to refuse ~~or fail~~ to accredit, the teacher must make a written request for an internal review to the TAA
- an impartial process for conducting an internal review, if requested, including that the internal review be conducted by a person who is not substantially involved in forming the intention to refuse ~~or fail~~ to accredit the teacher and that the internal reviewer be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC
- written notice of the result of the internal review to the teacher
- formal notice to the teacher of the TAA's final decision
- informing a teacher of the provision under section 27(1)(a) of the TA Act of the right to apply to the Tribunal for an administrative review of the TAA's decision to refuse ~~or fail~~ to accredit the teacher
- written notice of the final decision to the ~~BOSTES~~ Authority within twenty-one (21) days in accordance with section 22 of the TA Act.

[An approved TAA must have in place processes to inform teachers of the right under the TA Act to an administrative review by the Tribunal in relation to the refusal or failure by the TAA to accredit the teacher.](#)

Records

For each teacher seeking accreditation with the TAA during a period of approval, the TAA must maintain records for the current period of approval of:

- the final teacher accreditation decision made by the TAA for each teacher including:
 - details of the final decision
 - the date of the final decision
 - name of the authorised delegate who made the final decision
 - evidence used to make the final accreditation decision
 - evidence of communicating the proposed final decision to the teacher through the provision of the draft accreditation report
 - evidence of communicating the final decision to the teacher
 - issuing the ~~certificate of teacher accreditation generated by the BOSTES Authority's generated certificate of teacher accreditation~~, as relevant
- a copy of the final teacher accreditation report submitted to the ~~BOSTES~~ Authority and evidence of the submission of each report within the time frame provided by the TA Act
- [evidence of informing teachers of the right under the TA Act to an administrative review by the Tribunal in relation to the refusal or failure by the TAA to accredit the teacher](#)
- records of any feedback from the ~~BOSTES~~ Authority in relation to the fairness and consistency of the TAA's reporting and decision making and how the TAA has addressed any areas identified for improvement.

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If a TAA intends to refuse [or fail](#) to accredit a teacher, the TAA must maintain records for the current period or approval of:

- written notice to the teacher of the TAA's intention to refuse [or fail](#) to accredit the teacher at Proficient Teacher level identifying the reasons for the intended decision and including a statement that the teacher may make submissions to the TAA to seek an internal review of the intended decision within fourteen (14) days after the date of the notice
- any response from the teacher to the TAA's written notice including any written request for an internal review if an internal review is requested, records of the internal review including:
 - the name of the reviewer
 - the evidence considered during the internal review
 - the outcome of the review and the reasons for that outcome
 - written notice of the outcome of the internal review to the teacher within twenty-one (21) days identifying the reasons for the decision
 - the action taken by the TAA as a result of the outcome of the internal review
- if the TAA has decided to refuse [or fail](#) to accredit a teacher under Part 4 of the TA Act, notice to the teacher of the right under section 27(1)(a) of the TA Act to apply to the Tribunal for an administrative review of the TAA's decision
- written notice to the teacher of the TAA's final decision following completion of all avenues of appeal
- if relevant, records in relation to any administrative review by the Tribunal
- notice to the [BOSTES Authority](#) of the final decision within twenty-one (21) days of making the decision in accordance with section 22 of the TA Act.

4.3 Policies and procedures for making decisions regarding maintenance of teacher accreditation at Proficient Teacher level

An approved TAA must have policies and procedures for making decisions regarding the maintenance of teacher accreditation at Proficient Teacher level.

In order to provide for teachers to maintain accreditation at Proficient Teacher level, a TAA is responsible for:

- assessing, and making a decision, as to whether or not a teacher has continued to meet the professional teaching standards at Proficient Teacher level and all other [BOSTES](#) rules [of the Authority](#) for maintaining accreditation, including those related to professional development, holding a working with children check clearance and payment of the annual fee
- submitting the TAA's decision to the [BOSTES Authority](#) in the form of a report prepared by the teacher and verified by the TAA.

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The TAA's policies and procedures must provide for making decisions regarding maintenance of teacher accreditation that are consistent with the authority of the TAA under the TA Act and all relevant rules and teacher accreditation policies published by the [BOSTES Authority](#).

The TAA's policies and procedures must be fairly and consistently applied.

The requirement for maintenance of accreditation is specific to the TAA's authority under the TA Act for making maintenance decisions. The TAA's policies and procedures for assessing, reporting and decision making in relation to the maintenance of teacher accreditation at Proficient Teacher level must be a discrete element of any other process implemented by an employer or another organisation.

If a TAA decides that a teacher is not meeting the professional teaching standards at Proficient Teacher level and/or other [BOSTES](#) rules [of the Authority](#) for maintaining accreditation at that level, the TAA must [notify the Authority of the grounds for which a teacher's accreditation may be suspended or revoked](#) ~~suspend or revoke the teacher's accreditation~~ (see section 4.4 of the TAA Guidelines).

Evidence of compliance

An approved TAA must have in place and implement policies and procedures for:

- assessing whether teachers accredited at the Proficient Teacher level continue to meet the professional teaching standards of the TA Act and all relevant rules as published by the [BOSTES Authority](#), including those relating to professional development
- making decisions in relation to the maintenance of teacher accreditation at Proficient Teacher level including:
 - an overview of the key stages of the TAA's assessment process across each maintenance period as required by [BOSTES the Authority](#)
 - identification of the respective roles and responsibilities of the TAA and the teacher for maintaining accreditation at Proficient Teacher level
 - the [BOSTES' Authority's](#) requirements regarding the teacher developed report and professional development
 - the TAA's process and timeline for reviewing the teacher developed report and submitting the report to the [BOSTES Authority](#)
 - identification of the grounds for which the TAA will decide that a teacher's accreditation be continued
 - identification of the grounds for which the TAA will consider [notifying the Authority of a recommendation that the accreditation of a teacher be suspended or revocation of a teacher's accreditation, suspended or revoked](#) in accordance with the relevant provisions of the TA Act (see section 4.4 of the TAA Guidelines)
 - formal notice of the TAA's decision with regard to continuing teacher accreditation
- confirming that a teacher has a current working with children check clearance under the *Child Protection (Working with Children) Act 2012*, as required under

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section 25A of the TA Act, prior to deciding to continue the teacher's accreditation at Proficient Teacher level

- confirming that a teacher has no outstanding accreditation fees as required under section 25 of the TA Act prior to deciding to continue the teacher's accreditation at Proficient Teacher level
- submitting the report and decision to the [BOSTES Authority](#) within the timeline required by the TA Act for maintaining accreditation at Proficient Teacher level for each teacher
- addressing any feedback received from the [BOSTES Authority](#) in relation to the fairness and consistency of the TAA's reporting and decision making
- providing a procedurally fair process if the TAA intends to [make a decision notify the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked to suspend or revoke a teacher's accreditation](#) in accordance with the TAA's policies and procedures (see section 4.4 of the TAA Guidelines)
- processes for providing teachers accredited at Proficient Teacher level with a copy of the TAA's policies and procedures specified in sections 4.3 and 4.4 of the TAA Guidelines.

Records

For each teacher maintaining accreditation with the TAA, the TAA must maintain records for the current period of approval of:

- the reporting and decision making process for each teacher including:
 - details of the TAA's decision about maintaining the teacher's accreditation
 - the name of the authorised delegate who made the maintenance decision
 - evidence of communicating the accreditation decision to the teacher
- a copy of the final teacher accreditation maintenance report submitted to the [BOSTES Authority](#) and evidence of the submission of the report
- records of any feedback from the [BOSTES Authority](#) in relation to the fairness and consistency of the TAA's reporting and decision making and how the TAA has addressed any areas identified for improvement
- records of teachers accredited at Proficient Teacher level receiving a copy of the TAA's policies and procedures specified in sections 4.3 and 4.4 of the TAA Guidelines.

4.4 Policies and procedures for suspending or revoking relating to suspension or revocation of teacher accreditation at Proficient Teacher level

An approved TAA must have and implement, as relevant, policies and procedures for notifying the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked as required by the Authority's policy and procedures, the suspension or revocation of teacher accreditation at Proficient Teacher level.

Under legislative changes to the TA Act to take effect from 1 January 2017, the Authority will be the only body authorised to suspend or revoke a teacher's accreditation.

The Authority's policies and procedures for the suspension and revocation of teacher accreditation are published on its website.

Under section 21(2) of the TA Act, if a person is accredited under the TA Act, the person's accreditation has effect in relation to any school or ECEC but is subject to revocation by a teacher accreditation authority.

Section 24 of the TA Act provides the grounds for which a TAA may revoke the accreditation of a teacher.

Section 24A provides the grounds for which a TAA may suspend the accreditation of a person. Under section 24A of the TA Act, a TAA must review the TAA's suspension of a teacher at least every three (3) months.

In considering whether to suspend or revoke a teacher's accreditation, a TAA must have regard to 24B of the TA Act.

Section 24C of the TA Act provides that a TAA may suspend or revoke a teacher's accreditation only after having served the person written notice of its intention to suspend or revoke the accreditation setting out its reasons. The notice must also include a statement that the person concerned may make submissions to the TAA in relation to the proposed suspension or revocation within fourteen (14) days after the date of the notice.

Under section 27 of the TA Act, a person may apply to the Tribunal for an administrative review of a decision to suspend or revoke a teacher's accreditation by a TAA.

A TAA's policies and procedures for the suspension or revocation of teacher accreditation at Proficient Teacher level must be specific to that purpose under the TA Act and must be consistent with the relevant provisions of the TA Act and all relevant rules and teacher accreditation policies published by the BOSTES.

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~~The TAA's policies and procedures must be fairly and consistently applied.~~

~~The TAA's policies and procedures must be a discrete element of any other process implemented by an employer or another organisation.~~

Evidence of compliance

TAA's are required to have policies and procedures for notifying the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked as required by the Authority's policy and procedures.

~~An approved TAA must have in place and implement policies and procedures in relation to the suspension and revocation of accreditation at Proficient Teacher level including specific reference to:~~

- ~~• the grounds for which the TAA will consider suspending a teacher's accreditation under section 24A and 24B of the TA Act~~
- ~~• the grounds for which the TAA will consider revoking a teacher's accreditation under sections 24 and 24B of the TA Act~~
- ~~• the TAA's process for suspending or revoking a teacher's accreditation including:
 - ~~— processes for evidence based and procedurally fair assessment and decision making~~
 - ~~— written notice to a teacher of the TAA's intention to suspend or revoke accreditation identifying the reasons for the intended decision~~
 - ~~— a statement in the written notice that the teacher may make submissions to the TAA in relation to the proposed suspension or revocation within fourteen (14) days of the date of the notice to seek an internal review of the TAA's intended decision~~
 - ~~— a requirement that, if a teacher seeks an internal review of an intention to suspend or revoke accreditation, the teacher must make a written request for an internal review to the TAA~~
 - ~~— an impartial process for conducting an internal review, if requested, including that the internal review be conducted by a person who is not substantially involved in forming the intention to suspend or revoke the teacher's accreditation and that the internal reviewer be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC~~
 - ~~— written notice of the result of the internal review to the teacher~~
 - ~~— formal notice to the teacher of the TAA's final decision~~
 - ~~— formal procedures to review a teacher's suspension at least every three (3) months in accordance with section 24A(2) of the TA Act~~
 - ~~— informing a teacher of the provision under section 27 of the TA Act of the right to apply to the Tribunal for an administrative review of the TAA's decision to suspend or revoke the teacher's accreditation~~
 - ~~— written notice of the final decision to the BOSTES within twenty-one (21) days in accordance with section 22 of the TA Act.~~~~

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Records

A TAA is required to maintain records as evidence of the implementation of its policies and procedures for notifying the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked.

~~For each teacher maintaining accreditation with the TAA, the TAA must maintain records for the current period of approval of:~~

- ~~• where relevant, records of the suspension or revocation of a teacher's accreditation including:
 - ~~— written notice to the teacher of the TAA's intention to suspend or revoke the teacher's accreditation identifying the reasons and including the statement that the teacher may make submissions to the TAA to seek an internal review in relation to the proposed suspension or revocation within fourteen (14) days after the date of the notice~~
 - ~~— any response from the teacher to the TAA's written notice including any written request for an internal review~~~~
- ~~• where relevant, any internal review of the TAA's intention to suspend or revoke a teacher's accreditation including:
 - ~~— the name of the reviewer~~
 - ~~— the evidence considered during the internal review~~
 - ~~— the outcome of the review and the reasons for that outcome~~
 - ~~— written notice of the outcome of the internal review to the teacher within twenty one (21) days identifying the reasons for the decision~~
 - ~~— the action taken by the TAA as a result of the outcome of the internal review~~~~
- ~~• where relevant, records of reviewing a teacher's suspension from accreditation including:
 - ~~— evidence of a review at least every three months~~
 - ~~— evidence of the outcome of the review and formal notice of the outcome to the teacher~~~~
- ~~• if the TAA has decided to suspend or revoke a teacher's accreditation under Part 4 of the TA Act, notice to the teacher of the right under section 27 of the TA Act to apply to the Tribunal for an administrative review of the TAA's decision~~
- ~~• written notice to the teacher of the TAA's final decision following completion of all avenues of appeal~~
- ~~• if relevant, records in relation to any administrative review by the Tribunal~~
- ~~• notice to the BOSTES of the final decision within twenty one (21) days of making the decision in accordance with section 22 of the TA Act.~~

4.5 Policies and procedures for notifying the ~~BOSTES~~ Authority in specified circumstances

To be approved, a TAA must have and implement policies and procedures in relation to notifying the ~~BOSTES~~ Authority in specified circumstances and time frames.

Evidence of compliance

An approved TAA must have in place and implement policies and procedures in relation to notifying the ~~BOSTES~~ Authority in the following specified circumstances and time frames:

- a decision by the TAA to accredit a teacher at Proficient Teacher level in accordance with Part 4 of the TA Act and all rules and policies published by the ~~BOSTES~~ Authority within twenty-one (21) days of making the decision
- ~~a decision by the TAA to suspend the accreditation of a teacher at Proficient Teacher level within twenty-one (21) days of making the decision~~
- ~~a decision to revoke the accreditation of a teacher at Proficient Teacher level within twenty-one (21) days of making the decision~~
- a decision by the TAA to notify the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked
- a change to the name of the TAA within twenty-one (21) days in advance of making the change
- a change to ~~the any~~ authorised delegate of the TAA within seven (7) days of making the change
- a change to the school(s) or ECEC(s) for which the TAA makes teacher accreditation decisions within twenty-one (21) days of making the change
- a decision to cease operating as a TAA within seven (7) days of ceasing to operate
- if the TAA becomes aware that an accredited teacher ceases to hold a working with children check clearance under the *Child Protection (Working with Children) Act 2012* as soon as possible but no more than five (5) days of becoming aware that the clearance has ceased
- if a decision made by the TAA in relation to teacher accreditation is the subject of an administrative review by the Tribunal within seven (7) days of being notified that the matter is the subject of a review
- notice of the outcome of any review by the Tribunal within twenty-one (21) days of being notified of the outcome.

Records

A TAA must maintain a record of any notifications made to the ~~BOSTES~~ Authority as specified in the evidence of compliance.

4.6 Provisions for sharing information with employers and other approved TAAs

An approved TAA must have in place and implement policies and procedures in relation to sharing relevant information with the employer(s) of teachers for which the TAA makes teacher accreditation decisions.

The authority of an approved TAA under the TA Act relates to making decisions about teacher accreditation at Proficient Teacher level. This authority is specific to the purpose of teacher accreditation and must be exercised as a discrete authority that is separate to any other authority, function or obligation the approved TAA may have as a legal entity.

A TAA for a non-government school or ECEC must have provisions for sharing relevant information with the employer of the teachers in those schools and/or ECECs for which the TAA makes teacher accreditation decisions. For TAAs that are also the legal entity that is the proprietor of a non-government school and/or ECEC, and the employer of teachers at that school and/or ECEC, the TAA may need formal processes for communication between staff members as relevant to the TAA's authority.

A TAA may also have provisions for sharing information with another TAA in specified circumstances, for example, if a teacher transfers from one TAA to another TAA as a result of a change to the teacher's employment.

A TAA's policies and procedures for sharing information with employers and other approved TAAs must be consistent with relevant legislation and teacher accreditation policies published by the [BOSTES Authority](#).

Evidence of compliance

An approved TAA must have in place and implement policies and procedures in relation to sharing relevant information with the employer of teachers for which the TAA makes teacher accreditation decisions including policies and procedures for providing information to advise an employer of the following:

- a decision to accredit a teacher within twenty-one (21) days of making the decision
- a decision to maintain the accreditation of a teacher within twenty-one (21) days of making the decision
- ~~a decision to suspend or revoke the accreditation of a teacher within twenty-one (21) days of making the decision~~
- [a decision to notify the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked within twenty-one \(21\) days of making the notification](#)
- if the TAA becomes aware that an accredited teacher ceases to hold a working with children check clearance under the *Child Protection (Working with*

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Children) Act 2012 as soon as possible but no more than five (5) days of becoming aware that the clearance has ceased

- if a teacher has failed to pay the annual fee to the [BOSTES Authority](#) within seven (7) days of determining that the fee has not been paid.

If an approved TAA intends to share information with an employer with whom the TAA does not have a contract or agreement, the TAA must have in place and implement policies and procedures relating to the conditions under which information will be shared in accordance with relevant legislation including:

- the TAA's process for considering any requests for information about a teacher from an employer with which the TAA does not have an agreement or contract identifying the body or role authorised by the TAA to make the decision to share the information or not
- the TAA's process for requesting information from employers and identifying the body or role that is authorised by the TAA to make such a request on behalf of the TAA.

If an approved TAA intends to share information with another TAA about the accreditation details of a teacher, the TAA must have in place and implement policies and procedures relating to the conditions under which information will be shared in accordance with relevant legislation including the TAA's process for considering any requests for information about a teacher from another approved TAA and the body or role that is authorised to decide on behalf of the TAA as to whether or not the information will be shared.

Records

A TAA must maintain a record of any information shared with an employer and/or another TAA as specified in the evidence of compliance.

5. Requirements for initial approval of teacher accreditation authorities for Proficient Teacher level

Initial TAA approval applies to proposed new TAAs seeking to be approved to have the authority to accredit teachers at Proficient Teacher level of the professional teaching standards under the TA Act.

5.1 Initial TAA approval

Proposed new TAAs seeking initial approval to accredit teachers at Proficient Teacher level of the professional teaching standards must meet the requirements of the TA Act and the rules of the [BOSTES Authority](#), as detailed in the TAA Guidelines upon commencement of operation.

It may not be possible for a proposed new TAA to provide evidence of compliance with all sections of the TA Act and the TAA Guidelines prior to commencement. It is expected, however, that the applicant will provide evidence of policies and procedures that will ensure the compliance of the TAA with the requirements of the TA Act and the TAA Guidelines should the application be successful. If the application for initial TAA approval is successful, the new TAA is required to meet all the requirements detailed in section 4 of the TAA Guidelines and must, throughout its period of initial TAA approval, maintain evidence of compliance with those requirements.

Based on the requirements described in section 4 of the TAA Guidelines, the following evidence of a capacity to comply with the requirements to be approved is required for proposed new TAAs to be considered for initial TAA approval.

Any difference in the description of the requirements for initial approval as a TAA in this section and those described in section 4 is only intended to take account of the fact that compliance with some requirements cannot be demonstrated until the TAA begins operation. On commencing operation, the requirements in section 4 apply.

5.2 Structure and governance of the TAA

Evidence of capacity to comply

A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.1 of the TAA Guidelines including:

- documentation in relation to the structure and governance of the proposed TAA including:
 - the proposed TAA's type of legal entity including evidence of the legal entity
 - evidence of whether the legal entity operates for-profit or not-for-profit
 - an overview of the organisational structure of the proposed TAA
 - how the authority and functions of the proposed TAA under the TA Act are to be implemented including a delegation schedule

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- a description of the responsibilities of each role related to the TAA's authority and functions including processes for managing and supervising all persons undertaking these roles
- policies and procedures for:
 - mitigating the risk of conflict of interest in the TAA's processes and decision making and for managing any conflicts of interest that arise in exercising the TAA's authority
 - complaints and grievances, with specific reference to processes for raising and responding to concerns raised about the TAA's accreditation process by teachers and other stakeholders in the accreditation process
- if the proposed TAA is not the legal entity that is the proprietor of the non-government school(s) and/or ECEC(s) for which the proposed TAA intends to make teacher accreditation decisions, the proposed TAA must have in place a proposed written agreement that:
 - documents the arrangements between the TAA and the proprietor (legal entity) of the non-government school(s) and/or ECEC(s) for making teacher accreditation decisions under the TA Act
 - identifies the respective roles and responsibilities of the TAA and the school(s) and/or ECEC(s)
 - provides for the TAA to notify the [BOSTES Authority](#) if the contract or agreement between the TAA and a school or ECEC is terminated by the TAA or the school or ECEC prior to the expiry of the term of the contract or agreement and the reasons for that termination
- a documented plan for determining the suitability of the TAA's proposed authorised delegate(s) to make teacher accreditation decisions on behalf of the TAA including that ~~the any~~ authorised delegate:
 - is an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC
 - has a current working with children check clearance
 - has the necessary skills, experience and expertise to accredit teachers consistently and fairly as required by the TA Act.

5.3 Policies and procedures for accrediting teachers at Proficient Teacher level

5.3.1 Policies and procedures for providing an orientation to the TAA's processes

Evidence of capacity to comply

A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.2.1 of the TAA Guidelines including policies and procedures for providing an orientation for teachers seeking accreditation at the Proficient Teacher level, including:

- an orientation program to assist each teacher to understand the TAA's teacher accreditation processes including:

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- the respective roles and responsibilities of the TAA and the teacher seeking accreditation
- requirements for accreditation that are consistent with Part 4 of the TA Act, the professional teaching standards and all relevant rules published by the [BOSTES Authority](#)
- an overview of the key stages of the TAA's accreditation process and expected time frames for each stage to be conducted and concluded in order to make an accreditation decision within the time frames provided by the TA Act and all relevant rules published by the [BOSTES Authority](#)
- the reasons for which the TAA will decide to accredit a teacher and the reasons for which the TAA will decide to refuse to accredit a teacher in accordance with the TA Act
- a description of the mentoring and support services available to teachers seeking accreditation, as relevant
- provisions for an internal review of certain decisions
- complaints processes
- an orientation program that is delivered within the first three (3) months of a teacher commencing the teacher accreditation process with the TAA
- processes for providing a copy of the TAA's policies and procedures specified in 4.2, 4.3 and 4.45 of the TAA Guidelines to each teacher newly employed by a school or ECEC of the TAA seeking teacher accreditation with the TAA
- maintaining records of the orientation provided for each teacher.

5.3.2 Policies and procedures for assessing teachers for accreditation purposes

Evidence of capacity to comply

A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.2.2 of the TAA Guidelines including policies and procedures for:

- assessment processes that are consistent with the authority of the TAA under Part 4 of the TA Act and all relevant rules published by the [BOSTES Authority](#)
- assessment processes that include:
 - evidence based and procedurally fair assessment
 - identification of the roles and responsibilities of persons who assess teachers for the purpose of the TAA's accreditation process
 - identification of the TAA's expectations of the role and responsibilities of teachers being assessed for accreditation purposes
 - an overview of the TAA's accreditation timeline identifying key stages of the process across the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level
 - the TAA's process for assessing whether teachers have met the professional teaching standards
 - the TAA's process for providing feedback, mentoring and support to teachers, at regular intervals during the accreditation process, as relevant
 - the evidence to be collected by the TAA and the teacher

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- early identification of and notification to teachers 'at risk' of not being accredited within the time frame provided by the TA Act for achievement of accreditation at Proficient Teacher level
- monitoring the progress of each teacher in each of the TAA's key stages of the accreditation process and, as each new key stage is commenced, providing specific information about the process for that stage including the names of supervisors and dates for the accreditation process to be implemented during that stage
- maintaining records of the supervision and assessment of each teacher seeking accreditation.

5.3.3 Policies and procedures for reporting and decision making

Evidence of capacity to comply

A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.2.3 of the TAA Guidelines including policies and procedures for:

- evidence based and procedurally fair decision making
- reporting and decision making practices that comply with the TA Act and all relevant rules published by the [BOSTES-Authority](#)
- provisions for a recommendation made to the TAA to accredit or refuse to accredit a teacher to be made by a person delegated by the TAA who is an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC
- decision making that is fair and consistent having regard to the professional teaching standards
- an overview of the TAA's reporting and decision making process including:
 - identification of the evidence to be gathered by the TAA and the teacher for inclusion in the teacher accreditation report
 - providing a copy of the teacher accreditation report to the teacher prior to the report being considered by the TAA for the accreditation decision
 - providing an opportunity for the teacher to respond to the report prior to the accreditation decision being made
 - formal notice by the TAA to a teacher of the TAA's accreditation decision
- submitting an accreditation report to the [BOSTES-Authority](#) within twenty-one (21) days of making an accreditation decision in accordance with section 22 of the TA Act
- issuing the ~~BOSTES-generated~~ certificate of teacher accreditation [generated by the Authority](#) to teachers granted accreditation at the Proficient Teacher level by the TAA
- addressing any feedback received from the [BOSTES-Authority](#) in relation to the fairness and consistency of the TAA's reporting and decision making
- maintaining records of the reporting and decision making of the TAA for each teacher seeking accreditation.

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A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.2.3 of the TAA Guidelines including policies and procedures to refuse ~~or fail~~ to accredit a teacher at Proficient Teacher level, including:

- written notice to a teacher of the TAA's intention to refuse ~~or fail~~ to accredit a teacher at Proficient Teacher level identifying the reasons for the intended decision
- a statement in the written notice that the person concerned may make submissions to the TAA in relation to the proposed refusal ~~or failure~~ to accredit the teacher within fourteen (14) days after the date of the notice to seek an internal review of the TAA's intended decision
- a requirement that, if a teacher seeks an internal review of an intention to refuse ~~or fail~~ to accredit, that the teacher must make a written request for an internal review to the TAA
- an impartial process for conducting an internal review, if requested, including that the internal review be conducted by a person who is not substantially involved in forming the intention to refuse ~~or fail~~ to accredit the teacher and that the internal reviewer be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC
- written notice of the result of the internal review to the teacher
- formal notice to the teacher of the TAA's final decision
- informing a teacher of the provision under section 27(1)(a) of the TA Act of the right to apply to the Tribunal for an administrative review of the TAA's decision to refuse ~~or fail~~ to accredit the teacher
- written notice of the final decision to the [BOSTES Authority](#) within twenty-one (21) days in accordance with section 22 of the TA Act.

[A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.2.3 of the TAA Guidelines including processes to inform teachers of the right under the TA Act to an administrative review by the Tribunal in relation to the refusal or failure by the TAA to accredit the teacher.](#)

5.4 Policies and procedures for making decisions regarding maintenance of teacher accreditation at Proficient Teacher level

Evidence of capacity to comply

A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.3 of the TAA Guidelines including policies and procedures for:

- assessing whether teachers accredited at the Proficient Teacher level continue to meet the professional teaching standards and the relevant rules as published by the [BOSTES Authority](#), including those relating to professional development

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- making decisions in relation to the maintenance of teacher accreditation at that level including:
 - an overview of the key stages of the TAA's assessment process across each maintenance period as required by [BOSTES-the Authority](#)
 - identification of the respective roles and responsibilities of the TAA and the teacher for maintaining accreditation at Proficient Teacher level
 - the [BOSTES' Authority's](#) requirements regarding the teacher developed report and professional development
 - the TAA's process and timeline for reviewing the teacher developed report and submitting the report to the [BOSTES Authority](#)
 - identification of the grounds for which the TAA will decide that a teacher's accreditation be continued
 - identification of the grounds for which the TAA will consider [notifying the Authority of a recommendation that the accreditation of a teacher be suspension or revocation of a teacher's accreditation suspended or revoked](#) in accordance with the relevant provisions of the TA Act (see section 4.4 of the TAA Guidelines)
 - formal notice of the TAA's decision with regard to continuing teacher accreditation
- confirming that a teacher has a current working with children check clearance under the *Child Protection (Working with Children) Act 2012*, as required under section 25A of the TA Act, prior to deciding to continue the teacher's accreditation at Proficient Teacher level
- confirming that a teacher has no outstanding accreditation fees as required under section 25 of the TA Act prior to deciding to continue the teacher's accreditation at Proficient Teacher level
- submitting the report and decision to the [BOSTES Authority](#) within the timeline required by the TA Act for maintaining accreditation at Proficient Teacher level for each teacher
- addressing any feedback received from the [BOSTES Authority](#) in relation to the fairness and consistency of the TAA's reporting and decision making
- providing a procedurally fair process if the TAA intends to [make a decision notify the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked to suspend or revoke a teacher's accreditation](#) in accordance with the TAA's policies and procedures (see section 4.4 of the TAA Guidelines)
- processes for providing teachers accredited at Proficient Teacher level with a copy of the TAA's policies and procedures specified in sections 4.3 and 4.4 of the TAA Guidelines
- maintaining records of the reporting and decision making of the TAA for each teacher seeking to maintain accreditation.

5.5 **Policies and procedures for suspending or revoking relating to suspension or revocation of teacher accreditation at Proficient Teacher level**

Evidence of capacity to comply

A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.4 of the TAA Guidelines including policies and procedures [for notifying the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked as required by the Authority's policy and procedures.](#)

- ~~in relation to the suspension and revocation of accreditation at Proficient Teacher level including specific reference to:~~
- ~~the grounds for which the TAA will consider suspending a teacher's accreditation under sections 24A and 24B of the TA Act~~
- ~~the grounds for which the TAA will consider revoking a teacher's accreditation under sections 24 and 24B of the TA Act~~
- ~~the TAA's process for suspending or revoking a teacher's accreditation including:~~
- ~~processes for evidence based and procedurally fair assessment and decision making~~
- ~~written notice to a teacher of the TAA's intention to suspend or revoke accreditation identifying the reasons for the intended decision~~
- ~~a statement in the written notice that the teacher may make submissions to the TAA in relation to the proposed suspension or revocation within fourteen (14) days of the date of the notice to seek an internal review of the TAA's intended decision~~
- ~~a requirement that if a teacher seeks an internal review of an intention to suspend or revoke accreditation, the teacher must make a written request for an internal review to the TAA~~
- ~~an impartial process for conducting an internal review, if requested, including that the internal review be conducted by a person who is not substantially involved in forming the intention to suspend or revoke the teacher's accreditation and that the internal reviewer be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC~~
- ~~written notice of the result of the internal review to the teacher~~
- ~~formal notice to the teacher of the TAA's final decision~~
- ~~formal procedures to review a teacher's suspension at least every three (3) months in accordance with section 24A(2) of the TA Act~~
- ~~informing the teacher of the provision under section 27 of the TA Act to apply to the Tribunal for an administrative review of the TAA's decision to suspend or revoke the teacher's accreditation~~
- ~~written notice of the final decision to the BOSTES within twenty one (21) days in accordance with section 22 of the TA Act.~~
- maintaining records in relation to the TAA's processes for suspension or revocation of a teacher's accreditation.

5.6 Policies and procedures for notifying the [BOSTES Authority](#) in specified circumstances

Evidence of capacity to comply

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A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.5 of the TAA Guidelines including:

- policies and procedures in relation to notifying the [BOSTES Authority](#) in the following specified circumstances and time frames:
 - a decision by the TAA to accredit a teacher at Proficient Teacher level in accordance with Part 4 of the TA Act and all rules published by the [BOSTES Authority](#) within twenty-one (21) days of making the decision
 - ~~— a decision by the TAA to suspend the accreditation of a teacher at Proficient Teacher level within twenty-one (21) days of making the decision~~
 - ~~— a decision to revoke the accreditation of a teacher at Proficient Teacher level within twenty-one (21) days of making the decision~~
 - a decision by the TAA to notify the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked
 - a change to the name of the TAA twenty-one (21) days in advance of making the change
 - a change to ~~the any~~ authorised delegate of the TAA within seven (7) days of making the change
 - a change to the school(s) and/or ECEC(s) for which the TAA makes teacher accreditation decisions within twenty-one (21) days of making the change
 - a decision to cease operating as a TAA within seven (7) days of ceasing to operate
 - if the TAA becomes aware that an accredited teacher ceases to hold a working with children check clearance under the *Child Protection (Working with Children) Act 2012* as soon as possible but no more than five (5) days of becoming aware that the clearance has ceased
 - if a decision made by the TAA in relation to teacher accreditation is the subject of an administrative review by the Tribunal within seven (7) days of being notified that the matter is the subject of a review
 - notice of the outcome of any review by the Tribunal within twenty-one (21) days of being notified of the outcome
- documented procedures for the maintenance of records of any notifications made to the [BOSTES Authority](#).

5.7 Provisions for sharing information with employers and other approved TAAs

Evidence of capacity to comply

A proposed new TAA seeking initial approval must have evidence of the capacity to comply with requirement 4.6 of the TAA Guidelines including:

- policies and procedures in relation to sharing relevant information with the employer of teachers for which the TAA makes teacher accreditation decisions including policies and procedures for providing information to advise an employer of the following:
 - a decision to accredit a teacher within twenty-one (21) days of making the decision

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- a decision to maintain the accreditation of a teacher within twenty-one (21) days of making the decision
- ~~- a decision to suspend or revoke the accreditation of a teacher within twenty-one (21) days of making the decision~~
- a decision to notify the Authority when grounds exist for recommending that the accreditation of a teacher be suspended or revoked within 21 days of making the notification
- if the TAA becomes aware that an accredited teacher ceases to hold a working with children check clearance under the *Child Protection (Working with Children) Act 2012* as soon as possible but no more than five (5) days of becoming aware that the clearance has ceased
- if a teacher has failed to pay the annual fee to the BOSTES-Authority within seven (7) days of determining that the fee has not been paid.
- if the proposed TAA intends to share information with an employer with whom the proposed TAA does not have a contract or agreement, the proposed TAA must have in place policies and procedures relating to the conditions under which information will be shared in accordance with relevant legislation including:
 - the TAA's process for considering any requests for information about a teacher from an employer with which the TAA does not have an agreement or contract identifying the body or role authorised by the TAA to make the decision to share the information or not
 - the TAA's process for requesting information from employers identifying the body or role that is authorised by the TAA to make such a request on behalf of the TAA.
- if the proposed TAA intends to share information with another TAA about the accreditation details of a teacher, the proposed TAA must have in place policies and procedures relating to the conditions under which information will be shared in accordance with relevant legislation including the TAA's process for considering any requests for information about a teacher from another approved TAA identifying the body or role that is authorised to decide on behalf of the TAA as to whether or not the information will be shared
- documented procedures for the maintenance of records of any information shared with an employer and/or another TAA as specified in the evidence of compliance.

6. Procedures for approving and monitoring individual TAAs

This section of the TAA Guidelines describes the [BOSTES' Authority's](#) procedures for approving and monitoring individual TAAs approved to accredit teachers at the Proficient Teacher level of the professional teaching standards for schools and/or ECECs.

For individual TAAs, the approval process includes:

- making application for approval to the [BOSTES Authority](#)
- assessment of the application by an [Board](#) Inspector through the review of submitted documentation and an inspection visit
- recommendation by the [Board](#) Inspector to the [BOSTES' Authority's](#) Registration and Accreditation Committee ('the Committee')
- decision by the Committee.

The following information provides an overview of the procedures for:

- applying for initial approval as a TAA
- applying for renewal of approval as a TAA
- making a notification to the [BOSTES Authority](#)
- monitoring of TAAs by the [BOSTES Authority](#).

6.1 Submission of applications and documentation

All individual TAAs applying for either initial approval or renewal of approval need to submit an application to the [BOSTES Authority](#).

Applications consist of the appropriate [BOSTES Authority](#) application form and attached documentation relevant to the application.

For information regarding the application forms, applicants may contact the [BOSTES' Authority's](#) School Registration and Accreditation Standards Directorate on telephone 02 9367 8432.

6.2 Application for initial approval as a TAA

The following procedure applies to applications for initial approval as an individual TAA of a non-government school and/or ECEC to accredit teachers at the Proficient Teacher level of the professional teaching standards.

Proposed new TAAs may not commence operating until a Certificate of TAA approval from the [President/Chair](#) of the [BOSTES Board of the Authority](#) is received.

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The maximum period of initial approval that may be granted to a new TAA is twelve (12) months.³

A proposed new individual TAA applying for initial approval as a TAA must submit to the [BOSTES Authority](#) an application for *Initial TAA approval* by 31 March in the year before the intended commencement date.

The legal entity for a proposed new TAA must furnish information in relation to the application as the [BOSTES Authority](#) requires including the submission of evidence of the capacity to comply with the requirements for approval as a TAA.

The [BOSTES Authority](#) will:

- acknowledge receipt of the application
- arrange for an [Board Inspector](#) to
 - examine the submitted application and documentation stipulated in the application form
 - contact the [prime](#) authorised delegate of the proposed TAA to identify the evidence of compliance that the proposed TAA will need to make available during an inspection visit
 - visit the proposed TAA to examine any evidence of compliance requested by the Inspector
 - write an inspection report and make recommendations
 - forward the inspection report to the officer who is the [prime](#) authorised delegate of the proposed TAA for signature and optional comment
 - submit the inspection report, advice and recommendation and, if relevant, the comments from the [prime](#) authorised delegate of the proposed TAA to the Committee for decision (this final process may take up to six (6) weeks)
- issue a certificate of initial approval if the application is successful.

Wherever feasible and relevant, the [BOSTES Authority's](#) assessment of an application for initial approval of an individual TAA will align with the [BOSTES Authority's](#) assessment of an application for registration/accreditation from a non-government school.

6.3 Application for renewal of approval of a TAA

The following procedures apply to individual TAAs applying for renewal of approval to accredit teachers at the Proficient Teacher level of the professional teaching standards.²

³ Note: During 2016, the first year of transitioning to the TAA Guidelines, the BOSTES may, subject to the recommendation of a Board Inspector, approve a period of initial approval that is greater than 12 months but less than 24 months in order to provide for the period of initial approval of a new TAA to commence partway through one year and conclude at the end of the next calendar year.

² Note: Existing TAAs ~~as at that were in operation prior to~~ 1 January 2016 may apply for renewal of approval. All other proposed TAAs must seek initial approval.

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The maximum period of renewal of approval for an existing TAA is five (5) years. Where applicable, the period of approval will align with the period of non-government school registration.

A TAA applying for renewal of approval must submit to the [BOSTES Authority](#) an application for *Renewal of TAA Approval* by 31 March in the year the current approval is due to expire.

A TAA must furnish information in relation to the application as the [BOSTES Authority](#) requires including the submission of evidence that the TAA is complying with the requirements for approval as a TAA and will continue to comply.

The [BOSTES Authority](#) will:

- acknowledge receipt of the application
- arrange for an [Board](#) Inspector to
 - examine the submitted application and any documentation stipulated in the application form
 - contact the [prime](#) authorised delegate for the TAA to identify the evidence of compliance that will need to be made available during an inspection visit
 - visit the TAA to examine any evidence of compliance requested by the [Board](#) Inspector
 - write an inspection report and make recommendations
 - forward the inspection report to the [prime](#) authorised delegate for the TAA for signature and optional comment
 - submit the inspection report, advice and recommendation and, if relevant, the comments from the [prime](#) authorised delegate of the TAA to the Committee for decision (this final process may take up to six (6) weeks)
- issue a certificate of approval if the application is successful.

Wherever feasible and relevant, the [BOSTES' Authority's](#) assessment of an application for renewal of approval of an individual TAA will align with the [BOSTES' Authority's](#) assessment of an application for renewal of registration/accreditation from a non-government school.

6.4 Notifications to the [BOSTES Authority](#)

The following procedure applies to making a notification to the [BOSTES Authority](#) in relation to the circumstances described in section 4.5 of the TAA Guidelines.

To make a notification to the [BOSTES Authority](#), a TAA must submit a [TAA Notification to BOSTES](#) form.

The time frame for submitting a notification varies in relation to the type of notification to be made to the [BOSTES Authority](#). Section 4.5 of the TAA Guidelines specifies the required times for submission.

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The [BOSTES Authority](#) will:

- acknowledge receipt of the relevant form
- arrange for an [officer of the BOSTES Authority](#) to
 - examine the submitted notification and any other submitted documentation
 - if relevant, contact the TAA to identify whether further evidence of compliance is required and whether an inspection visit to the TAA will be undertaken
 - examine any evidence of compliance and, where applicable, visit the TAA to examine any further evidence of compliance
 - where applicable, write an inspection report and make recommendations, forward the inspection report to the [prime](#) authorised delegate for the TAA for feedback and submit the inspection report to the Committee (this final process may take up to six (6) weeks)
- where applicable, forward relevant certification to the TAA.

6.5 Monitoring of TAA compliance

In addition to assessing applications for approval, [Board](#)-Inspectors will conduct monitoring of the compliance of TAAs based on a risk management approach. This will include inspections of TAAs where there are known concerns about compliance and, based on a recommendation of an [an Board](#)-Inspector, where areas for improvement have been identified.

As a part of the [BOSTES' Authority's](#) risk management approach for regulating TAAs, the [BOSTES Authority](#) will implement a process for the annual random selection of a small number of individual and systemic TAAs, no more than twelve (12), to be monitored. This monitoring will relate to a limited range of the requirements for TAA approval through a mini-inspection process. Selected TAAs will be notified one month in advance of the date of the mini-inspection. One week before the date of the mini-inspection, the TAA will be notified of the specific requirements to be monitored at the mini-inspection.

7. Procedures for approving and monitoring systemic TAAs

This section of the TAA Guidelines relates to the [BOSTES' Authority's](#) procedures for approving a systemic TAA to accredit teachers at the Proficient Teacher level of the professional teaching standards for a number of schools and/or ECECs.

This section of the TAA Guidelines also describes the [BOSTES' Authority's](#) monitoring of systemic TAAs on an annual basis.³ The purpose of the [BOSTES' Authority's](#) annual monitoring is to assess a systemic TAA's compliance with the requirements for approval by reviewing a sample of the TAA's policies and procedures as implemented in a sample of the TAA's associated schools each year. This process allows an [an Board-Inspector](#) to form an opinion of the TAA's compliance based on the sampling process each year and, unless compliance concerns are identified, reduces the need for the [inspector-Inspector](#) to visit each associated school at the time of renewal of approval. This approach is consistent with the [BOSTES' Authority's](#) risk management approach and is intended to align with the [BOSTES' Authority's](#) monitoring of non-government school registration systems, where applicable.

The following information provides an overview of the procedures for:

- applying for initial approval as a systemic TAA
- applying for renewal of approval as a systemic TAA
- making a notification to the [BOSTES Authority](#)
- monitoring of systemic TAAs by the [BOSTES Authority](#).

7.1 Submission of applications and documentation

All systemic TAAs applying for either initial approval or renewal of approval need to submit an application to the [BOSTES Authority](#).

Applications consist of the appropriate [BOSTES Authority](#) application form and attached documentation relevant to the application.

For information regarding the application forms, applicants may contact the [BOSTES' Authority's](#) School Registration and Accreditation Standards Directorate on telephone 02 9367 8432.

7.2 Application for initial approval as a systemic TAA

³ If a systemic TAA has five or fewer associated schools and/or ECECs, the [BOSTES Authority](#) may agree to a monitoring schedule that is less frequent than every year, subject to the [BOSTES' Authority's](#) risk management approach. For example, the [BOSTES Authority](#) may review the TAA's implementation of its policies and procedures in associated schools and/or ECECs at the time non-government school registration of each school is renewed, if relevant.

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The following procedure applies to applications for initial approval as a systemic TAA to accredit teachers at the Proficient Teacher level of the professional teaching standards for a number of schools and/or ECECs.

Proposed new systemic TAAs may not commence operating until a Certificate of TAA approval from the [President Chair](#) of the [BOSTES Board of the Authority](#) is received.

The maximum period of initial approval that may be granted to a new systemic TAA is twelve (12) months.⁴

The legal entity for a proposed new systemic TAA applying for initial approval as a TAA must submit to the [BOSTES Authority](#) an application for *Initial TAA Approval* by 31 March in the year before the intended commencement date.

A proposed new systemic TAA must furnish information in relation to the application as the [BOSTES Authority](#) requires including the submission of evidence of the capacity to comply with the requirements for approval as a TAA.

The [BOSTES Authority](#) will:

- acknowledge receipt of the application
- arrange for an [Board Inspector](#) to:
 - examine the submitted application and documentation stipulated in the application form
 - contact the [prime](#) authorised delegate of the proposed new systemic TAA to identify the evidence of compliance that the proposed systemic TAA will need to make available during an inspection visit
 - visit the proposed systemic TAA to examine any evidence of compliance requested by the Inspector
 - write an inspection report and make recommendations
 - forward the inspection report to the [prime](#) authorised delegate of the proposed systemic TAA for signature and optional comment
 - submit the inspection report, advice and recommendation and, if relevant, the comments from the [prime](#) authorised delegate of the proposed systemic TAA to the [BOSTES Authority's](#) Registration and Accreditation Committee ('the Committee') for decision (this final process may take up to six (6) weeks)
- issue a certificate of initial approval if the application is successful.

7.3 Application for renewal of approval of a systemic TAA

⁴ ~~Note: During 2016, the first year of transitioning to the TAA Guidelines, the BOSTES may, subject to the recommendation of a Board Inspector, approve a period of initial approval that is greater than 12 months but less than 24 months in order to provide for the period of initial approval of a new TAA to commence partway through one year and conclude at the end of the next calendar year.~~

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The following procedures apply to systemic TAAs applying for renewal of approval to accredit teachers at the Proficient Teacher level of the professional teaching standards.

The maximum period of renewal of approval for an existing systemic TAA is five (5) years.

A systemic TAA applying for renewal of approval to accredit teachers must submit to the [BOSTES Authority](#) an application for *Renewal of TAA Approval* by 31 March in the year the current approval is due to expire.

The [BOSTES Authority](#) will:

- acknowledge receipt of the application
- arrange for an [Board](#) Inspector to:
 - examine the submitted application and any documentation stipulated in the application form
 - contact the [prime](#) authorised delegate for the systemic TAA to identify the evidence of compliance that will need to be made available during an inspection visit
 - visit the systemic TAA to examine any evidence of compliance requested by the [Board](#) Inspector
 - write an inspection report and make recommendations
 - forward the inspection report to the [prime](#) authorised delegate for the systemic TAA for signature and optional comment
 - submit the inspection report, advice and recommendation and, if relevant, the comments from the [prime](#) authorised delegate of the systemic TAA to the Committee for decision (this final process may take up to six (6) weeks)
- issue a certificate of approval if the application is successful.

Wherever feasible, the [BOSTES Authority's](#) process for assessing an application for renewal of approval of a systemic TAA will be integrated with the [BOSTES Authority's](#) processes for annual monitoring of the systemic TAA and will have regard to the evidence and findings obtained through that annual process.

7.4 Notifications to the [BOSTES Authority](#)

The following procedure applies to making a notification to the [BOSTES Authority](#) in relation to the circumstances described in section 4.5 of the TAA Guidelines.

The systemic TAA must submit to the [BOSTES Authority](#) a [TAA Notification to BOSTES](#) form.

The time frame for submitting a notification varies in relation to the type of notification to be made to the [BOSTES Authority](#). Section 4.5 of the TAA Guidelines details the required timeframes for submission.

The [BOSTES Authority](#) will:

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- acknowledge receipt of the relevant form
- arrange for ~~an officer-a BOSTES-an~~ [an of the Authority Officer](#) to:
 - examine the submitted notification and any other submitted documentation
 - if relevant, contact the [prime](#) authorised delegate for the TAA to identify whether further evidence of compliance is required and whether an inspection visit to the TAA will be undertaken
 - examine any evidence of compliance and, where applicable, visit the TAA to examine any further evidence of compliance
 - where applicable, write an inspection report and make recommendations, forward the inspection report to the officer who is the [prime](#) authorised delegate for the TAA for feedback and submit the inspection report to the Committee (this final process may take up to six (6) weeks)
- where applicable, forward relevant certification to the TAA.

7.5 Procedures for monitoring a systemic TAA

For systemic TAAs, the ~~BOSTES-Authority~~ will conduct an annual monitoring process to review the TAA's implementation of its policies and procedures in a sample of associated schools and/or ECECs.⁴

Systemic TAAs must meet the requirements for approval of TAAs identified in section 4 the TAA Guidelines. In accordance with the TAA Guidelines, ~~Board~~ Inspectors will assess the compliance of a systemic TAA with all of the requirements for approval through the annual monitoring process across each period of approval.

The purpose of the ~~BOSTES'-Authority's~~ annual monitoring is to assess a systemic TAA's compliance with the requirements for approval by reviewing a sample of the TAA's policies and procedures as implemented in a sample of the TAA's associated schools each year. This process allows an ~~an Board~~ Inspector to form an opinion of the TAA's compliance based on the sampling process each year and, unless compliance concerns are identified, reduces the need for the ~~inspector-Inspector~~ to visit each associated school at the time of renewal of approval. This approach is consistent with the ~~BOSTES'-Authority's~~ risk management approach.

Where feasible, the ~~BOSTES'-Authority's~~ monitoring process for a systemic TAA that is also the authority for a system of non-government schools under the Education Act (a registration system) will be integrated within the ~~BOSTES'-Authority's~~ annual monitoring of the registration system. This will involve monitoring the TAA's implementation of its policies and procedures in a sample of member schools of the registration system.

⁴ If a systemic TAA has five or fewer associated schools and/or ECECs, the ~~BOSTES-Authority~~ may agree to a monitoring schedule that is less frequent than every year, subject to the ~~BOSTES'-Authority's~~ risk management approach. For example, the ~~BOSTES-Authority~~ may review the TAA's implementation of its policies and procedures in associated schools and/or ECECs at the time non-government school registration of each school is renewed, if relevant.

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For other systemic TAAs, the monitoring will be based on a risk management approach having regard to the context of the TAA and the agreement between the TAA and legal entities of the associated schools and/or ECECs. The process will be similar to the annual monitoring of a registration system, including a review of the TAA's policies and procedures as implemented by the TAA in a sample of the associated schools and/or ECECs annually.

The annual monitoring process will provide the [BOSTES Authority](#) with information about the ongoing compliance of a systemic TAA across the range of schools and/or ECECs associated with the TAA.

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The information gathered each year during a period of approval and the findings of that process will inform and, in many cases, streamline the [BOSTES' Authority's](#) process for assessing an application from the TAA for renewal of approval.

In addition to the [BOSTES' Authority's](#) annual monitoring of systemic TAAs and the assessment of applications for renewal of approval, the [BOSTES Authority](#) will conduct monitoring of a systemic TAA where there are known concerns about the compliance of the TAA.

As part of the [BOSTES' Authority's](#) risk management approach for regulating TAAs, the [BOSTES Authority](#) will implement a process for the annual random selection of a small number of individual and systemic TAAs, no more than twelve (12), to be monitored. This monitoring may relate to the full or a limited range of the requirements for TAA approval through the inspection process.

8. Refusal, conditions of approval, suspension and revocation of approval as a TAA

Under the TA Act and the delegations to the [BOSTES Authority](#) and the [BOSTES' Authority's](#) Registration and Accreditation Committee ('the Committee'), the [BOSTES Authority](#) may, on its own motion or on the application of any person or body:

- refuse an application for initial or renewal of approval of a TAA
- revoke the approval of a TAA
- suspend or reduce a period of approval of a TAA
- renew the approval of a TAA for a limited period that is less than the maximum possible.

8.1 Refusal or revocation of approval

[Board](#) Inspectors consider any documentation provided by a new or established TAA and observations at an inspection visit in order to form opinions about the TAA's compliance with the requirements relating to approval.

When it is an [an Board](#) Inspector's judgement that a new or established TAA has been unable to demonstrate compliance with the requirements, the [Board](#) Inspector will discuss these concerns with the TAA and provide an opportunity for the TAA to submit further evidence of compliance.

If, following consideration of any further evidence the TAA provides, the [Board](#) Inspector has formed the judgement that the TAA does not comply with the requirements for approval, the [Board](#) Inspector will prepare a report that includes advice that the application for initial approval or renewal of approval of the TAA be refused, or that the TAA's approval be revoked.

If the [Board](#) Inspector advises refusal or revocation of approval of the TAA, the TAA will be given written notice detailing those requirements with which, in the opinion of the [Board](#) Inspector, the TAA does not comply. The TAA will be given the opportunity to make written comment to the Committee regarding the [Board](#) Inspector's advice.

If, following consideration of the [Board](#) Inspector's report and advice and the comments of the TAA, the Committee is satisfied that the requirements of the TA Act in relation to approval are not being complied with, the Committee will notify the TAA that it intends to refuse the application for initial or renewal of approval of the TAA, or revoke the approval of the TAA.

The TAA may request an internal review of a recommendation of the Committee to refuse an application for initial or renewal of approval or to revoke approval (refer to section 9 of the TAA Guidelines).

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The [BOSTES Authority](#) will provide written notice to the TAA of the outcome of an internal review.

If the approval of a TAA is revoked, the TAA must provide written notification that it is not approved and is no longer able to operate to each school and/or ECEC associated with the TAA and the teachers of each school and/or ECEC undertaking accreditation processes with the TAA.

It is the responsibility of the proprietor of each school and/or ECEC to ensure that an arrangement is in place with an approved TAA for the accreditation of teachers at the school and/or ECEC.

8.2 Suspension of approval or a reduced period of approval

[Board](#) Inspectors consider any documentation provided by a new or established TAA and observations at an inspection visit in order to form opinions about the TAA's compliance with the requirements relating to approval.

When it is an [Board](#) Inspector's judgement that there are concerns as to whether a TAA may comply with the requirements, the [Board](#) Inspector will discuss these concerns with the TAA and provide an opportunity for the TAA to submit further evidence of compliance.

If, following consideration of any further evidence the TAA provides, the [Board](#) Inspector continues to have concerns that the TAA may not be complying with the requirements for approval, the [Board](#) Inspector will prepare a report that includes advice that the approval of the TAA be suspended or that a condition of approval be that the TAA's current period of approval be reduced.

Where advice is provided to suspend a TAA's approval or to impose a condition on the TAA's approval by reducing the TAA's period of approval, the TAA will be given written notice detailing those requirements with which, in the opinion of the [Board](#) Inspector, there are concerns that the TAA may not be complying. The TAA will be given the opportunity to make written comment to the Committee regarding the [Board](#) Inspector's advice.

If, following consideration of the [Board](#) Inspector's report and advice and the comments of the TAA, the Committee is satisfied that there are concerns as to whether the TAA is complying with the requirements for approval, the Committee will determine whether it intends to suspend the approval of the TAA or impose a condition on the approval of the TAA by reducing the period of approval. The TAA will be informed of an intention by the Committee to suspend approval or impose a condition on the approval of the TAA by reducing the TAA's period of approval.

The TAA may request an internal review of a recommendation of the Committee to suspend the approval of the TAA or impose a condition on the approval of a TAA by reducing the period of approval (refer to section 9 of the TAA Guidelines).

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The [BOSTES Authority](#) will provide written notice to the TAA of the outcome of an internal review.

If a TAA's approval is suspended or a TAA's period of approval is reduced, the TAA must address the concerns about compliance during the period of suspension or reduced period of approval. The removal of a suspension or the granting of a renewed period of approval following a reduced period of approval is subject to an application and assessment process, the recommendation of an [Board-Inspector](#) and a decision by the Committee.

Failure to address compliance concerns may lead an [Board-Inspector](#) to form the opinion that the TAA is not complying with the requirements for approval and, on that basis, to recommend that the TAA's approval be revoked or that renewal of approval be refused.

If the approval of a TAA is suspended, the TAA must provide written notification that its approval is suspended and it is no longer able to operate to each school and/or ECEC associated with the TAA and the teachers of each school and/or ECEC undertaking accreditation processes with the TAA.

It is the responsibility of the proprietor of each school and/or ECEC to ensure that an arrangement is in place with an approved TAA for the accreditation of teachers at the school and/or ECEC.

8.3 Limited approval

[Board-Inspectors](#) consider any documentation provided by a new or established TAA and observations at an inspection visit in order to form opinions about the TAA's compliance with the requirements relating to approval.

If, during the assessment of a TAA's application for renewal of approval, an [Board-Inspector](#) forms the opinion that there are concerns as to whether the TAA may comply with the requirements for approval, the [Board-Inspector](#) will discuss these concerns with the TAA and provide an opportunity for the TAA to submit further evidence of compliance.

If, following consideration of any further evidence the TAA provides, the [Board-Inspector](#) continues to have concern that the TAA may not be complying with the requirements for approval, the [Board-Inspector](#) will prepare a report that includes advice recommending a renewed period of approval on the condition that the renewed period of approval be limited to less than the maximum possible, for example for a one-year period only.

Where advice is provided to recommend a limited period of renewed approval, the TAA will be given written notice detailing those requirements with which, in the

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| opinion of the [Board](#)-Inspector, there are concerns that the TAA may not be complying. There is no recourse for appealing a recommendation for renewal of approval for a limited period that is less than the maximum possible.

| If a TAA's approval is renewed for a limited period, the TAA must address the concerns about compliance during the limited period. Any further period of renewed approval will be subject to an application and assessment process and the recommendation of an [n Board](#)-Inspector.

| Failure to address compliance concerns may lead an [n Board](#)-Inspector to form the opinion that the TAA is not complying with the requirements for approval, and on that basis, to recommend that the TAA's approval be revoked and/or that renewal of approval be refused.

9. Appeal for review of certain decisions

An applicant may request an internal review of a decision of the [BOSTES Authority's](#) Registration and Accreditation Committee ('the Committee') under the following circumstances:

- where the Committee under delegation has decided not to approve a TAA
- where the Committee under delegation has decided to revoke the approval of a TAA
- where the Committee under delegation has decided to suspend the approval of a TAA
- where the Committee under delegation has decided to reduce a TAA's period of approval.

The outcome of an internal review is determined by the [full BOSTES Board of the Authority](#). The review process is undertaken by [BOSTES](#) officers [of the Authority](#) not involved in the assessment of the TAA's compliance with the requirements for approval or the original recommendation.

The documentation considered by the review includes that previously submitted by the TAA and any additional documentation that the TAA wishes to have considered, the Committee decision and the reasons for that decision and the internal review report prepared by another [Board](#) Inspector not associated with the original recommendation.

The appeal process involves the following steps:

- the Committee gives the TAA written notice of the decision
- the TAA or applicant has twenty-eight (28) days in which to lodge a request for an internal review in writing with the [BOSTES Authority](#)
- a [BOSTES](#) officer [of the Authority](#) contacts the TAA to provide an opportunity for the TAA to provide further evidence to support its request for a review
- an [Board](#) Inspector not associated with the original assessment or recommendation prepares an internal review report
- the [full BOSTES Board of the Authority](#) considers the internal review report and makes a decision as to whether a TAA should be approved and the conditions of approval
- the TAA is notified in writing of the final decision.

10. Glossary

This glossary is provided to assist TAAs. Where there is any conflict between these definitions and the definitions in the education and teaching legislation, the statutory definitions prevail.

accreditation	Accreditation means that a teacher has met the <i>Australian Professional Standards for Teachers</i> at one of the key stages of Graduate, Proficient Teacher, Highly Accomplished Teacher and Lead Teacher.
accredited teacher	Person with teaching qualifications recognised within NSW who has been granted accreditation by an approved TAA, based on the <i>Australian Professional Standards for Teachers</i> .
ADR Act	The <i>Administrative Decisions Review Act 1997</i> : legislation enacted in the New South Wales Parliament in 1997 – see < www.legislation.nsw.gov.au >.
approval	TAA's authority to accredit <u>or</u> , refuse <u>to accredit, suspend or revoke accreditation of</u> teachers at Proficient Teacher level in accordance with Part 4 of the TA Act.
associated school/ECEC	A school and/or ECEC that has a documented arrangement with a systemic TAA that is not the same legal entity that is the proprietor of the non-government school and/or ECEC is an associated school of the systemic TAA.
authorised delegate	An officer of the TAA, such as a member of the governing board of the TAA or the chief executive officer, director or other executive role within the TAA, or a position within the school or ECEC, such as a Principal (or equivalent), that has been delegated authority by the legal entity of the TAA to exercise the functions of the TAA.
authorised person	The A person appointed by the legal entity of the TAA as an authorised delegate of the TAA. The authorised person must be an accredited teacher or eligible to be accredited under the TA Act or currently employed as a teacher in a non-government school or ECEC.
<u>Authority</u>	<u>NSW Education Standards Authority</u>
<u>Authority Act</u>	<u>The NSW Education Standards Authority Act 2013: legislation enacted in the New South Wales Parliament in 2013 – see <www.legislation.nsw.gov.au></u>

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Board Inspector	An officer of the BOSTES Authority , employed or appointed under section 104 of the <i>Education Act 1990 (NSW)</i> to enable the BOSTES Authority to exercise its functions under section 102 of the Education Act 1990 (NSW) .
BOSTES	The Board of Studies, Teaching and Educational Standards NSW.
BOSTES Act	The Board of Studies, Teaching and Educational Standards NSW/ Education Standards Authority Act 2013 : legislation enacted in the New South Wales Parliament in 2013 — see < www.legislation.nsw.gov.au >.
Committee	The Board of Studies, Teaching and Educational Standards NSW/ Education Standards Authority Registration and Accreditation Committee with the delegation to approve, impose conditions on such approval or suspend or revoke the approval of a Teacher Accreditation Authority.
Early Childhood Education Centre (ECEC)	Early Childhood Education Centre means an approved education and care service.
Education Act	The <i>Education Act 1990</i> : legislation enacted in the New South Wales Parliament in 1990 – see < www.legislation.nsw.gov.au >.
education and teaching legislation	The Education Standards Authority Act 2013 Board of Studies, Teaching and Educational Standards Act 2013 , the <i>Education Act 1990</i> and the <i>Teacher Accreditation Act 2004</i> are collectively referred to as the education and teaching legislation.
<u>Inspector</u>	<u>An officer of the Authority, employed or appointed under section 104 of the Education Act 1990 (NSW) to enable the Authority to exercise its functions under section 102 of the Education Act 1990 (NSW).</u>
legal entity	A legal entity is an individual or organisation that is legally permitted to enter into a contract and be accountable for its contractual obligations.
Minister	Minister for Education, New South Wales.
non-government school	An institution that is not owned by the State Government, is registered by the Minister or granted exemption from registration by the Minister, and whose major activity is the provision of education, either primary or secondary (or both) or of a kind, or for children of a kind, prescribed by the Regulation.

*Guidelines for the Regulation of Teacher Accreditation Authorities
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non-government school system	A grouping of 20 or more schools (or with the Ministers' approval, 11 to 19 schools) which have been approved by the Minister to ensure compliance with the requirements for registration and if appropriate accreditation for the school within the system.
orientation	A process for the provision of information about the TAA's accreditation processes and expectations for teachers who are seeking accreditation.
policy	An official statement of the TAA's goals or objectives in an area of governance which outlines the associated procedures, activities or other key elements in a way that demonstrates how these goals or objectives are to be achieved. This Manual specifies those areas of governance where it is a requirement of approval for a TAA to have a policy.
<u>prime authorised delegate</u>	<u>The prime authorised delegate is the role/position that has been delegated by the TAA to be the TAA's primary authority to exercise the functions of the TAA including to make decisions regarding the day to day operation of the TAA and the accreditation of teachers.</u>
procedural fairness	application of the 'hearing rule' and the 'right to an unbiased decision' when implementing policies and procedures where decisions are to be made which affect the rights of others.
proprietor	the legal entity approved by the Minister to operate an individual non-government school or an ECEC.
QTC	The Quality Teaching- Council <u>Committee</u> .
systemic TAA	TAA's that perform the role of a TAA for a number of associated schools/ECECs.
TA Act	<i>The Teacher Accreditation Act 2004</i> : legislation enacted in the New South Wales Parliament in 2014 – see < www.legislation.nsw.gov.au >.
TAA Guidelines	<i>Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres</i>
teacher accreditation authority (TAA)	A body authorised to determine if a teacher meets the requirements for accreditation at any level within the <u>BOSTES' Authority's</u> Framework of Professional Teaching Standards.
Tribunal	NSW Civil and Administrative Tribunal.