

Applying for Highly Accomplished or Lead Teacher Accreditation Procedure

Information for employers

May 2024

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Information for employers

NESA oversees the system of accreditation and recognition of teachers' professional capacity against the [Australian Professional Standards for Teachers \(the Standards\)](#) which includes the requirements and processes for achieving HALT accreditation. The functions of NESA do not extend to industrial matters concerning teachers, such as the salaries or employment conditions of teachers.

What is Highly Accomplished and Lead Teacher accreditation?

Highly Accomplished and Lead Teacher (HALT) accreditation is a voluntary national certification which recognises teaching practice which meets [the Standards](#) at the relevant HALT career stage.

HALT accreditation recognises and promotes the development of collaborative practice and supports teachers to continually reflect upon and improve their practice and the practice of colleagues.

How do teachers apply for HALT accreditation?

Applying for HALT accreditation involves teachers demonstrating that their teaching practice meets the Highly Accomplished or Lead Teacher career stage. Applicants submit evidence across three modules with feedback from NESA-trained HALT Assessors given for each module to guide and support their application.

Employers must have internal procedures for accreditation

Employers must have internal procedures for implementing NESA's requirements for HALT accreditation in their schools/services and must provide all teachers with a copy/access to all relevant procedures.

What must the procedures cover?

These internal procedures must include processes to ensure:

- issues related to a teacher's practice not meeting the applicable Standards are addressed as and when they arise
- any concerns relating to teachers' ongoing professional practice are addressed through appropriate support before, and as distinct from any teacher performance or disciplinary procedures
- conflicts of interest relating to teacher accreditation are managed
- records related to matters concerning teachers' accreditation are maintained.

Employers are vital to supporting applicants and principals/service directors

Employers play an important role in supporting principals/service directors and applicants to meet the requirements for HALT accreditation. The responsibilities of principals/service directors include:

- discussing a teacher's intention and verifying their eligibility to apply for HALT accreditation
- creating a supportive environment for teachers applying for HALT accreditation
- accommodating Site Visits for HALT applicants and participating in a 30-minute structured interview with the External Assessor.

Early childhood teachers

If there is no service director accredited at Proficient Teacher level or above in an early childhood service, the HALT applicant should [contact NESA](#) for further advice.

NSW Education Standards Authority

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