

# Content Criteria: Student/child Mental Health - Highly Accomplished

## Overview of the priority area

The content criteria of this priority area at Highly Accomplished are arranged around three focus areas:

1. Supporting colleagues to ensure social, emotional and cognitive wellbeing of students/children
2. Supporting colleagues to manage the school/service and classroom or learning environment and student/child behaviour
3. Supporting student/child mental health.

For each focus area, there are 'aspects', 'mandatory features' and 'Related Standard Descriptors'. The Standard Descriptors are from the *Australian Professional Standards for Teachers*.

NESA Accredited PD courses are required to address at least one of the aspects within the priority area and the nominated career stage. Note that a course may address aspects from more than one focus. For each aspect selected, the course content must also meet all mandatory features aligned to the focus of the nominated aspects and enable teachers to meet at least one of the Related Standard Descriptors aligned to the focus of the nominated aspects.

## Characteristics of Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective and skilled practitioners in the classroom and learning environment. They have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. Highly Accomplished teachers contribute to their colleagues' learning and are knowledgeable and active members of the school/service. They are active in establishing an environment that maximises professional learning and practice opportunities for colleagues.

Highly Accomplished teachers support and work with colleagues to enhance their own and their colleagues' practice and student/child learning in both their own and others' learning environments.

## Characteristics of Highly Accomplished courses

Courses for Highly Accomplished teachers need to address selected aspects within the priority areas by including content which is relevant to the in-depth knowledge and experience at the Highly Accomplished level.

All Highly Accomplished courses must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context focusing on improved educational outcomes for students/children.

Focus	Aspects A course must address at least one aspect.	Mandatory Features A course must meet all the mandatory features associated with the chosen aspect/s.	Related Standard Descriptors A course needs to enable teachers to meet at least one of these descriptors in their practice. Note that the Standard Descriptors are from the <i>Australian Professional Standards for Teachers</i> .
<b>Supporting colleagues to ensure social, emotional, and cognitive wellbeing of students/children</b>	<p>M-HA-1a Supporting colleagues to implement strategies to enhance the social, emotional and learning outcomes of all students/children.</p> <p>M-HA-1b Supporting colleagues to implement evidence-based approaches to engage students/children and enhance their learning and wellbeing relevant to their stage of learning and development.</p> <p>M-HA-1c Supporting colleagues to implement strategies to engage students/children experiencing complex and developmental trauma to enhance their learning and wellbeing.</p> <p>M-HA-1d Modelling to support and supporting, colleagues to implement the explicit teaching of social and emotional skills using evidence-based practices related to personal safety, help-seeking and protective behaviours across the curriculum.</p> <p>M-HA-1e Supporting colleagues to develop knowledge and understanding of proactive methods to support student/child understanding of resilience and to use this understanding to support students/children to develop skills in resilience to ensure wellbeing.</p> <p>M-HA-1f Supporting colleagues to implement a whole school approach to wellbeing and behaviour management with tiers of support to meet the needs of students/children, staff and families.</p>	<ul style="list-style-type: none"> <li>▪ Course content is consistent with relevant legislation and/or system policy and/or school policy.</li> <li>▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context.</li> </ul>	<p>1.1.3 Select from a flexible and effective repertoire of teaching strategies to suit students, physical, social and intellectual development and characteristics of students.</p> <p>1.2.3 Expand understanding of how students learn using research and workplace knowledge.</p> <p>3.3.3 Supporting colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.</p> <p>4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p> <p>4.2.3 Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</p> <p>4.3.3 Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</p> <p>4.4.3 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</p>

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<b>Supporting colleagues to manage the school/service and classroom or learning environment and student/child behaviour</b>	<p>M-HA-2a Supporting colleagues to use evidence-based management strategies in the classroom or learning environment to promote positive behaviour to support student/child learning.</p> <p>M-HA-2b Supporting colleagues to use evidence-based strategies to create an inclusive school/service environment with clear behavioural expectations for learning.</p> <p>M-HA-2c Supporting colleagues to use evidence-based inclusive strategies and anti-bullying interventions to create a school environment with defined behavioural expectations to support time spent on learning.</p> <p>M-HA-2d Supporting colleagues to monitor behaviour to develop, implement and plan for positive teaching and learning environments that promote student/child achievement of learning outcomes.</p> <p>M-HA-2e Supporting colleagues to implement a whole school approach to behaviour management with tiers of support to meet the needs of students/children, staff and families.</p> <p>M-HA-2f Supporting colleagues to develop collaborative partnerships between students/children, staff, families and communities.</p>	<ul style="list-style-type: none"> <li>▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context.</li> </ul>	<p>1.1.3 Select from a flexible and effective repertoire of teaching strategies to suit students, physical, social and intellectual development and characteristics of students.</p> <p>1.2.3 Expand understanding of how students learn using research and workplace knowledge.</p> <p>3.1.3 Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</p> <p>3.2.3 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</p> <p>4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p> <p>4.2.3 Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.</p> <p>4.3.3 Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.</p> <p>4.4.3 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</p> <p>7.3.3 Demonstrate responsiveness in all communications with parents/ carers regarding their children's learning and wellbeing.</p>

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<b>Supporting student/child mental health.</b>	<p>M-HA-3a Supporting colleagues to develop knowledge and understanding of evidence-based risk factors and preventative strategies to enhance student mental health.</p> <p>M-HA-3b Supporting colleagues to develop knowledge and understanding to explicitly teach resilience and help seeking skills using evidence-based practices related to personal safety and protective behaviours across the curriculum.</p> <p>M-HA-3c Supporting colleagues to develop knowledge and understanding of complex and developmental trauma and evidence-based strategies to support its impacts on learning and behaviour for students/children with disability.</p> <p>M-HA-3d Supporting colleagues to use well developed and evidence-based approaches, programs and processes to identify, regularly monitor and review individual mental health needs of students/children.</p> <p>M-HA-3e Supporting colleagues to develop knowledge and understanding to develop, implement and evaluate whole of school approaches to improving student mental health.</p> <p>M-HA-3f Supporting colleagues to develop partnerships with external government and non-government organisations and health services to support schools to enhance and manage student mental health, including complex mental health presentations.</p>	<ul style="list-style-type: none"> <li>▪ Course content is consistent with relevant legislation and/or system policy and/or school policy.</li> <li>▪ Course presenter must meet requirements of qualifications and/or experience.</li> <li>▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context.</li> </ul>	<p>1.1.3 Select from a flexible and effective repertoire of teaching strategies to suit students, physical, social and intellectual development and characteristics of students.</p> <p>1.2.3 Expand understanding of how students learn using research and workplace knowledge.</p> <p>1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.</p> <p>1.5.3 Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.</p> <p>1.6.3 Work with colleagues to access specialist knowledge and relevant policy and legislation to develop teaching programs that support the participation and learning of students with disability.</p> <p>3.1.3 Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</p> <p>3.2.3 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</p> <p>4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p> <p>4.4.3 Initiate and take responsibility for implementing</p>

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			<p>current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.</p> <p>5.4.3 Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.</p> <p>7.3.3 Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.</p>