

Content Criteria: Aboriginal Education and supporting Aboriginal students/children - Highly Accomplished

Overview of the priority area

Courses in this priority area need to be focused specifically on developing understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and/or supporting the learning needs of Aboriginal students/children. Courses in this priority area should not be conflated with more general diversity or multicultural education courses.

The content criteria for this priority area at Highly Accomplished is arranged around the following five focus areas:

1. Supporting colleagues and students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2. Supporting colleagues to connect with Aboriginal communities
3. Supporting colleagues to develop teaching programs and learning experiences
4. Working with colleagues to support the learning of Aboriginal and Torres Strait Islander students/children
5. Working with colleagues to support the aspirations of Aboriginal and Torres Strait Islander students/children.

For each focus, 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.

Providers need to work in partnership with relevant Aboriginal and/or Torres Strait Islander people to ensure that the resources and perspectives being presented are culturally appropriate.

Applications for courses that include cultural content in any form require evidence that the appropriate Aboriginal community endorses the knowledge and perspectives contained in the course and authorises the provider to share this cultural property. Where possible, professional learning should include developing teachers' knowledge and understanding of the local Aboriginal community. Providers and course presenter must have appropriate qualifications and/or expertise in this area.

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> .
Supporting colleagues and students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	<p>A-HA-1a Consolidating, and supporting colleagues to develop, knowledge and understanding of similarities and/or differences between Aboriginal and/or Torres Strait Islander knowledge systems and Western knowledge systems, or other knowledge systems to which the teacher and students have access, e.g. knowledge sources, spiritualities, beliefs, values, kinship, cultural sensitivities.</p> <p>A-HA-1b Consolidating, and supporting colleagues to develop, knowledge and understanding of the connections between Country/Place, family, story, and language for Aboriginal Peoples and/or Torres Strait Islander Peoples.</p> <p>A-HA-1c Consolidating, and supporting colleagues to develop, knowledge and understanding of the histories, cultures, languages, societies, past events and contemporary experiences of Aboriginal Peoples and/or Torres Strait Islander Peoples.</p> <p>A-HA-1d Consolidating, and supporting colleagues to develop, knowledge and understanding of past and present government policies and their impact on Aboriginal Peoples and Torres Strait Islander Peoples, and on history and society in Australia.</p> <p>A-HA-1e Consolidating, and supporting colleagues to develop, knowledge and understanding of how media representations and personal histories and experiences shape and influence perceptions of</p>	<ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>2.4.3 Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>

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	<p>Aboriginal and Torres Strait Islander Peoples, cultures and communities.</p> <p>A-HA-1f Consolidating, and supporting colleagues to develop, knowledge and understanding of racism in relation to Aboriginal Peoples and how to implement anti-racism strategies.</p> <p>A-HA-1g Consolidating, and supporting colleagues to develop, knowledge and understanding of the concepts of cultural safety and inclusivity, and what it means to act in culturally appropriate ways to promote the cultural safety and inclusion of Aboriginal Peoples and/or Torres Strait Islander Peoples.</p> <p>A-HA-1h Consolidating, and supporting colleagues to develop, knowledge and understanding of Aboriginal communities, such as the roles of Elders, Aunts and Uncles, community groups and organisations.</p>		

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Supporting colleagues to connect with Aboriginal communities	<p>A-HA-2a Supporting colleagues to use appropriate strategies to establish and maintain respectful collaborative relationships with parents/carers of Aboriginal children regarding their children’s learning and wellbeing.</p> <p>A-HA-2b Supporting to support colleagues to develop knowledge and understanding of Aboriginal English, and the implications for communicating with students, parents/carers and the community.</p> <p>A-HA-2c Supporting colleagues to work in effective partnerships with Aboriginal communities using community consultation principles and protocols.</p> <p>A-HA-2d Supporting colleagues to work in partnership with the local Aboriginal community to support decisions made in their local schools.</p>	<ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>2.4.3 Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>3.7.3 Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</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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Supporting colleagues to develop teaching programs and learning experiences	<p>A-HA-3a Supporting colleagues to embed Aboriginal and Torres Strait Islander histories, cultures, knowledges and/or perspectives in their teaching programs.</p> <p>A-HA-3b Supporting colleagues to select appropriate resources/materials related to Aboriginal and Torres Strait Islander histories, cultures, languages, knowledges and/or perspectives for use within their teaching programs and their learning experiences.</p> <p>A-HA-3c Supporting colleagues to develop teaching strategies and to implement teaching programs and learning experiences with understanding and respect for Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>A-HA-3d Supporting colleagues to incorporate Aboriginal and/or Torres Strait Islander authored or endorsed publications, and those that give insights into the diverse cultures and experiences of Aboriginal and/or Torres Strait Islander Peoples in their teaching programs and their learning experiences.</p>	<ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must address the content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</p> <p>2.4.3 Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>

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Working with colleagues to support the learning of Aboriginal and Torres Strait Islander students/children	<p>A-HA-4a Supporting colleagues to develop and implement evidence-based strategies to support Aboriginal and Torres Strait Islander students/children in their literacy achievement.</p> <p>A-HA-4b Supporting colleagues to develop and implement evidence-based strategies to support Aboriginal and Torres Strait Islander students/children in their numeracy achievement.</p> <p>A-HA-4c Supporting colleagues to develop and implement evidence-based teaching strategies and classroom management to support the learning and achievement of Aboriginal and Torres Strait Islander students/children.</p>	<ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must address the content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</p> <p>2.5.3 Support colleagues to implement effective teaching strategies to improve student's literacy and numeracy achievement.</p> <p>4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p>

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Working with colleagues to support the aspirations of Aboriginal and Torres Strait Islander students/children	<p>A-HA-5a Supporting colleagues to collaborate with individual Aboriginal and/or Torres Strait Islander students/children and their parents/carers, to set personalised learning goals, and to ensure individualised strategies for learning progress are realised.</p> <p>A-HA-5b Supporting colleagues to develop knowledge and understanding of Aboriginal and Torres Strait Islander students'/children's range of experiences and circumstances, such as connection to family, culture and community, intergenerational trauma and its effects, and strategies to support the further development of cultural identity and resilience.</p>	<ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.</p>