

# Content Criteria: Students/children with Disability - Proficient Teacher

## Overview of the priority area

The content criteria of this priority area at Proficient career stage is arranged around four focus areas:

1. understanding students/children with disability
2. supporting the participation and learning of students/children with disability
3. managing an inclusive classroom or learning environment to promote engagement of students/children with disability
4. assessing learning of students/children with disability.

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

Courses must include an understanding of disability legislation, including the Disability Standards for Education 2005.

## Characteristics of Proficient teachers

Proficient teachers create effective teaching and learning experiences for their students/children. They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements.

Proficient teachers know their students/children and adjust their teaching to meet students'/children's individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students/children are encouraged to participate.

Proficient teachers are team members. They work collaboratively with colleagues to seek out advice about educational issues affecting their teaching practice.

## Characteristics for Proficient courses

Courses for Proficient teachers need to address selected aspects within the priority areas by including content which is relevant to their specific teaching context, their experience and the learning requirements of the students they teach.

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. NB. These standard descriptors are from the Australian Professional Standards for Teachers.
<b>Understanding students/children with disability</b>	D-PT-1a Developing knowledge and understanding of an identified disability. D-PT-1b Developing knowledge and understanding of complex and developmental trauma and its impacts on learning and behaviour for students/children with disability. D-PT-1c Developing understanding of evidence-based practices for personalised learning and reasonable adjustments, in accordance with the NCCD levels of adjustments, to meet identified student learning needs. D-PT-1d Developing understanding of the functional impact for students/children with disability.	<ul style="list-style-type: none"> <li>▪ Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation.</li> </ul>	1.1.2 Using teaching strategies based on knowledge of students, physical, social and intellectual development and characteristics to improve student learning.  1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

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. NB. These standard descriptors are from the Australian Professional Standards for Teachers.
<b>Supporting the participation and learning of students/children with disability</b>	<p>D-PT-2a Using skills and strategies for designing and implementing reasonable adjustments across the NCCD levels of adjustments to enable access and full participation in all school activities including teaching, learning and assessment experiences.</p> <p>D-PT-2b Developing individual plans in consultation with students and parents/carers that address specific learning and support needs, strengths and goals of students/children with disability.</p> <p>D-PT-2c Developing knowledge and skills in effective evidence-based consultation practices with students, parents/carers, allied health providers, other specialists, and teachers to support students/children with disability.</p> <p>D-PT-2d Implementing, monitoring and reviewing individual plans for students/children with disability in consultation with students and parents/carers.</p> <p>D-PT-2e Developing knowledge and skills to establish and maintain collaborative relationships with students and their parents/carers to determine learning goals and reasonable adjustments to teaching, learning and assessment practices.</p> <p>D-PT-2f Using evidence-based practices to design teaching and learning experiences that are inclusive of students/children with disability.</p>	<ul style="list-style-type: none"> <li>▪ Course content must be related to content and skills of one or more identified syllabus, or the EYLF Principles, Practices and Learning Outcomes.</li> <li>▪ Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation.</li> </ul>	<p>1.5.2 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p> <p>1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p> <p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p> <p>4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p> <p>7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children’s learning and wellbeing.</p>

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. NB. These standard descriptors are from the Australian Professional Standards for Teachers.
<b>Managing an inclusive classroom or learning environment to promote engagement of students/children with disability</b>	<p>D-PT-3a Implementing inclusive, evidence-based management strategies for classroom and learning environments to promote positive behaviour supporting students/children across the full range of abilities.</p> <p>D-PT-3b Using evidence-based strategies to promote positive management of challenging behaviour and support students/children with disability.</p> <p>D-PT-3c Establishing, implementing and maintaining personalised adjustments for students with disability in relation to whole school and class behaviour management processes.</p>	<ul style="list-style-type: none"> <li>Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation.</li> </ul>	<p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p> <p>4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.</p>
<b>Assessing learning of students/children with disability</b>	<p>D-PT-4a Developing knowledge and understanding of how to gather, analyse and interpret data relating to student's/children's learning needs.</p> <p>D-PT-4b Using data to analyse and evaluate student's/children's learning strengths, needs and abilities and plan goals and interventions to support student/child achievement of syllabus/EYLF Learning Outcomes.</p> <p>D-PT-4c Using evidence-based practices to design assessment experiences that are inclusive of students/children with disability.</p> <p>D-PT-4d Developing knowledge and skills to personalise adjustments to assessment tasks to provide equitable access for students/children with disability.</p>	<ul style="list-style-type: none"> <li>Course content must be related to content and skills of one or more identified syllabus, or the EYLF Principles, Practices and Learning Outcomes.</li> <li>Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation.</li> </ul>	<p>3.1.2 Set explicit, challenging and achievable learning goals for all students.</p> <p>5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p> <p>5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</p> <p>5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>