

# Content Criteria: Students/children with Disability – Highly Accomplished

## Overview of the priority area

The content criteria of this priority area at the Highly Accomplished career stage are arranged around four focus areas:

1. using extensive, in-depth knowledge and understanding of students/children with disability to support colleagues
2. supporting colleagues to ensure the participation and learning of students/children with disability
3. supporting colleagues to establish an inclusive classroom or learning environment to promote engagement of students/children with disability
4. supporting colleagues to assess learning of students/children with disability.

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.

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

## 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, curriculum and learning 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 for 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>Using extensive, in-depth knowledge and understanding of students/children with disability to support colleagues</b>	D-HA-1a Supporting colleagues to develop, knowledge and understanding of an identified disability. D-HA-1b Supporting colleagues to develop, understanding of complex and developmental trauma and its impacts on learning and behaviour for students/children with disability. D-HA-1c Supporting colleagues to develop, understanding of evidence-based practices for personalised learning and effective adjustments, in accordance with the NCCD levels of adjustments, to meet identified student learning needs. D-HA-1d Supporting colleagues to develop, 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> <li>▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context.</li> </ul>	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.  1.6.3 Work with colleagues to access specialise knowledge, and relevant policy and legislation to develop teaching programs that support the participation and learning of students with disability.

<p><b>Supporting colleagues to ensure the participation and learning of students/children with disability</b></p>	<p>D-HA-2a Supporting colleagues to develop skills and strategies for designing and implementing effective 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-HA-2b Supporting colleagues to develop 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-HA-2c Supporting colleagues to develop, 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-HA-2d Supporting colleagues to implement, monitor and review individual plans for students/children with disability in consultation with students and parents/carers.</p> <p>D-HA-2e Supporting colleagues to develop, 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-HA-2f Supporting colleagues to use 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> <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>1.5.3 Evaluate learning and teaching programs, using student assessment data, that are differentiated for specific learning needs of students across the full range of abilities.</p> <p>1.6.3 Work with colleagues to access specialise knowledge, and relevant policy and legislation to develop teaching programs that support the participation and learning of students with disability.</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>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 colleagues to establish an inclusive classroom or learning environment to promote engagement of students/children with disability</b>	<p>D-HA-3a Supporting colleagues to develop, knowledge and skills to establish, implement and maintain a whole-school approach to inclusive, evidence-based practices and personalised adjustments for students with disability.</p> <p>D-HA-3b Supporting colleagues to implement and maintain personalised adjustments for students with disability in relation to whole school and class behaviour management processes.</p> <p>D-HA-3c Supporting colleagues to implement 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-HA-3d Supporting colleagues to implement evidence-based strategies to promote positive management of challenging behaviour and support students/children with disability.</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> <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>4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.</p> <p>4.3.3 Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues. promptly, fairly and respectfully.</p>

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<b>Supporting colleagues to assess learning of students/children with disability</b>	<p>D-HA-4a Supporting colleagues to implement develop and analyse assessment strategies and data relating to student's/children's learning needs.</p> <p>D-HA-4b Supporting colleagues to analyse and evaluate each student's/child's assessment data and learning needs to plan goals and interventions to support each student's/child's achievement of syllabus/EYLF Learning Outcomes.</p> <p>D-HA-4c Supporting colleagues to identify ways to extend the learning of students/children with disability throughout the teaching and learning cycle.</p> <p>D-HA-4d Supporting colleagues to personalise adjustments to assessment tasks to provide opportunities for all students to demonstrate what they have learned.</p>	<ul style="list-style-type: none"> <li>▪ Course content must address content and skills of one or more specific 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> <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>3.1.3 Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</p> <p>5.1.3 Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</p> <p>5.2.3 Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.</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>