

Content Criteria: Leadership to support the learning outcomes of students/children – Lead Teacher

Overview of the priority area

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

1. leadership for pedagogical and quality teaching initiatives in schools/services
2. leadership for cultural literacy, inclusion, diversity, responsiveness, and community engagement in schools/services
3. leadership for knowledge and development, scholarship and further studies, and professional engagement in schools/services
4. leadership for planning, management, and administration systems and processes in schools/services.

For each focus area, there are aspects, mandatory features and related Standard Descriptors. The Standard Descriptors are taken 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 Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. Inside and outside the school/service they initiate and lead activities that focus on improving educational opportunities for all students/children. They lead processes to improve student/children's learning performance by evaluating and revising programs, analysing student assessment data, and taking account of feedback from parents/carers.

Lead teachers are skilled in mentoring teachers, colleagues, and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others.

Characteristics of Lead courses

Courses for Lead teachers need to address selected aspects within the priority areas by including content which is relevant to the extensive knowledge and experience at the Lead teacher level.

All Lead courses must provide opportunities for participants to develop skills to lead colleagues and school/service-wide initiatives focusing on improved educational outcomes for students/children.

Focus	Aspect 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 Standard Descriptors in their practice. Note that the Standard Descriptors are from the Australian Professional Standards for Teachers.
Leadership for pedagogical and quality teaching initiatives in schools/services	<p>L-LT-1a Building knowledge base, skills and understanding of the nature, purpose and role of leadership in schools/services.</p> <p>L-LT-1b Engaging in evidence-based professional development that informs the leadership of self and deepens an understanding of the dimensions and capabilities which underpin effective student/child-centred leadership.</p> <p>L-LT-1c Planning and developing professional learning programs, to support leadership development and capacity building for others/colleagues and results in evidence informed teaching practice to improve teaching practice in schools/services.</p> <p>L-LT-1d Leading creativity, innovation, and/or technology to support high-quality professional learning opportunities for others/colleagues that focus on improved learning in schools/services for students/children.</p> <p>L-LT-1e Leading project-based work that is informed by current research and practice to improve the educational outcomes of students/children in schools/services.</p>	<ul style="list-style-type: none"> ▪ Course content is supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Course content must provide opportunities to develop skills to lead school/service wide initiatives and/or colleagues. 	<p>2.2.4 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</p> <p>2.6.4 Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</p> <p>3.3.4 Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking.</p> <p>3.4.4 Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</p> <p>4.5.4 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</p> <p>6.1.4 Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.</p> <p>6.2.4 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</p> <p>6.3.4 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current</p>

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			<p>research and practice to improve the educational outcomes of students.</p> <p>6.4.4 Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p> <p>7.2.4 Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</p> <p>7.4.4 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</p>
Leadership for cultural literacy, inclusion, diversity, responsiveness and community engagement in schools/services	<p>L-LT-2a Designing and implementing contextually relevant student/child-centred programs, initiatives, policies and/or processes using expert and community knowledge and experience; to meet the needs of students/children with diverse linguistic, cultural, religious, and socio-economic backgrounds in schools/services.</p> <p>L-LT-2b Establishing and facilitating student leadership programs which are informed by current research and practice and use expert and community knowledge and experience to develop student agency and/or support student voice initiatives.</p> <p>L-LT-2c Establishing and implementing programs that build partnerships with parents/carers and are guided by contextually relevant processes, support engagement and improve the educational outcomes of students/children in schools/services.</p>	<ul style="list-style-type: none"> ▪ Course content is supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Courses that include specific cultural content should be informed and supported by the relevant community. ▪ Course content must provide opportunities to develop skills to lead school/service 	<p>1.3.4 Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socio-economic backgrounds.</p> <p>1.4.4 Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.</p> <p>2.4.4 Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>3.7.4 Initiate contextually relevant processes to establish programs that involve parents/carers in</p>

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		wide initiatives and/or colleagues.	<p>the education of their children and broader school priorities and activities.</p> <p>4.1.4 Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</p> <p>5.5.4 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</p> <p>6.3.4 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</p> <p>6.4.4 Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p> <p>7.1.4 Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</p> <p>7.2.4 Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</p> <p>7.4.4 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</p>

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Leadership for knowledge and development, scholarship and further studies, and professional engagement in schools/services	<p>L-LT-3a Leading workplace teams to engage in collaborative work, strengthening the leadership of teams and diverse needs within the community/context of the school/service to improve the educational outcomes of students/children in schools and services.</p> <p>L-LT-3b Engaging with communities of practice (including initial teacher education providers), to facilitate and support mentoring programs for pre-service and early career teachers improve the educational outcomes of students/children in schools/services.</p> <p>L-LT-3c Designing and developing professional learning sessions for professional network meetings and teaching associations to improve the educational outcomes of students/children in schools/services.</p> <p>L-LT-3d Participating in research-based activity (including action learning) to support and inform the professional learning needs of colleagues and lead professional engagement programs at schools/services.</p>	<ul style="list-style-type: none"> ▪ Course content is supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Course content must provide opportunities to develop skills to lead school/service wide initiatives and/or colleagues. 	<p>1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</p> <p>1.3.4 Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socio-economic backgrounds.</p> <p>2.1.4 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</p> <p>3.3.4 Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking.</p> <p>3.6.4 Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.</p> <p>3.7.4 Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.</p> <p>4.1.4 Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</p> <p>6.1.4 Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and</p>

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			<p>lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.</p> <p>6.2.4 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</p> <p>6.3.4 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</p> <p>6.4.4 Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p> <p>7.1.4 Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</p> <p>7.2.4 Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</p> <p>7.4.4 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</p>
Leadership for planning, management, and administration	L-LT-4a Coordinating school/service wide learning systems and programs to support students/children with specific learning needs and improve learning outcomes in schools/services.	<ul style="list-style-type: none"> ▪ Course content is supported by a current and scholarly evidence base. 	1.1.4 Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.

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systems and processes in schools/services	<p>L-LT-4b Developing and implementing school/service wide classroom and behaviour management policies, programs, and initiatives (including rules and routines, goal setting and explicit teaching) to improve learning outcomes for students/children.</p> <p>L-LT-4c Leading the administration and management of schools/services through strategic planning (including resource allocation) to establish, develop and monitor risk management and compliance, and student data management protocols and systems to enhance learning outcomes in schools/services.</p> <p>L-LT-4d Designing professional learning policies to support leadership development and capacity building for teachers as an ongoing practice of professional growth in schools/services.</p> <p>L-LT-4e Establishing and facilitating effective and collaborative teams to manage and provide support for staff performance, improvement and conduct appraisal in schools/services.</p> <p>L-LT-4f Building the capacity of others/colleagues within and beyond the school/service to demonstrate leadership and contribute to system/sector wide improvements in planning, management and administration.</p>	<ul style="list-style-type: none"> ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Course content must provide opportunities to develop skills to lead school/service wide initiatives and/or colleagues. 	<p>1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</p> <p>1.5.4 Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</p> <p>1.6.4 Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.</p> <p>2.6.4 Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</p> <p>3.1.4 Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.</p> <p>3.2.4 Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.</p> <p>3.3.4 Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking.</p> <p>3.4.4 Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</p>

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			<p>3.5.4 Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.</p> <p>3.6.4 Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues.</p> <p>3.7.4 Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.</p> <p>4.1.4 Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.</p> <p>4.2.4 Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.</p> <p>4.3.4 Lead and implement behaviour management initiatives to assist colleagues in broadening their range of strategies.</p> <p>4.4.4 Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements, and assist colleagues in updating their practices.</p> <p>4.5.4 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.</p>

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			<p>5.1.4 Evaluate school assessment policies and strategies to support colleagues in using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.</p> <p>5.4.4 Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</p> <p>5.5.4 Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.</p> <p>6.1.4 Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.</p> <p>6.2.4 Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.</p> <p>6.3.4 Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.</p> <p>6.4.4 Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p> <p>7.1.4 Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.</p>

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			<p>7.2.4 Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.</p> <p>7.3.4 Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.</p> <p>7.4.4 Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.</p>