

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

Overview of the priority area

The content criteria of this priority area at the Proficient 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 Proficient teachers

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

Proficient teachers know their students/children and adjust their teaching to meet and promote students'/children's individual learning 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 of 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/children they teach.

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-PT-1a Building knowledge base, skills and understanding of the nature, purpose and role of leadership in schools/services.</p> <p>L-PT-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-PT-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>	<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. 	<p>6.1.2 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</p> <p>6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p> <p>6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p> <p>6.4.2 Undertake professional learning programs designed to address identified student learning needs.</p> <p>7.2.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>
Leadership for cultural literacy, inclusion, diversity, responsiveness, and community engagement in schools/services	<p>L-PT-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-PT-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-PT-2c Establishing and implementing programs that build partnerships with parents/carers and are guided by contextually relevant processes, support engagement and improve the educational</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. 	<p>1.3.2 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>1.4.2 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p> <p>7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>

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	outcomes of students/children in schools/services.		
Leadership for knowledge and development, scholarship and further studies, and professional engagement in schools/services	<p>L-PT-3a Engaging with communities of practice (including initial teacher education providers), to facilitate and support mentoring programs for pre-service and early career teachers to improve the educational outcomes of students/children in schools/services.</p> <p>L-PT-3b 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-PT-3c 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. 	<p>6.1.2 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</p> <p>6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p> <p>7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>
Leadership for planning, management, and administration systems and processes in schools/services	<p>L-PT-4a Establishing and maintaining effective and collaborative teams to manage and provide support for staff performance, improvement and conduct appraisal in schools/services.</p> <p>L-PT-4b 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 supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. 	<p>7.2.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>