

# Content Criteria: Student/child Mental Health – Lead Teacher

## Overview of the priority area

The content criteria of this priority area at Lead Teacher are arranged around three focus areas:

1. Leading colleagues to ensure social, emotional, and cognitive wellbeing of students/children
2. Leading initiatives across the school or service to manage the learning environment and student/child behaviour to support learning
3. Leading initiatives across the school or service to support student/child mental health.

For each focus area, there are 'aspects', 'course requirements' and 'Related Standard Descriptors'. NESAC 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's/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 Teacher 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	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.
<b>Leading colleagues to ensure social, emotional, and cognitive wellbeing of students/children</b>	<p>M-LT-1a Leading colleagues to use strategies to enhance the social, emotional and learning outcomes of all students/children across schools/services.</p> <p>M-LT-1b Leading colleagues to use evidence-based approaches to engage students/children and enhance their learning and wellbeing relevant to their stage of learning and development across schools/services.</p> <p>M-LT-1c Leading colleagues across the school/service to use evidence-based strategies to engage students/children experiencing complex and developmental trauma to enhance their learning and wellbeing.</p> <p>M-LT-1d Leading across the school/service, the implementation of explicit teaching of social and emotional skills using evidence-based practices related to personal safety, help-seeking and protective behaviours across the curriculum.</p> <p>M-LT-1e Leading across the school/service, the implementation of proactive methods to support student understanding and develop skills in resilience to ensure wellbeing.</p> <p>M-LT-1f Leading and evaluating a whole school approach to wellbeing and behaviour management with tiers of support to meet the needs of students/children, staff and families.</p>	<ul style="list-style-type: none"> <li>▪ Course content is consistent with relevant legislation and/or system policy and/or school policy.</li> <li>▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues.</li> </ul>	<p>1.1.4 Lead colleagues to select and develop teaching strategies to improve students learning using knowledge of the physical, social and intellectual development and characteristics of students.</p> <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>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>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</p>

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			<p>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 uploading their practices.</p>
<p><b>Leading and implementing initiatives across the school or service to manage the learning environment and student/child behaviour to support learning</b></p>	<p>M-LT-2a Leading the implementation across the school/service of the use of evidence-based management strategies to promote positive behaviour to support student/child learning.</p> <p>M-LT-2b Leading the implementation across the school/service of the use of evidence-based strategies to create an inclusive school/service environment with clear behavioural expectations for learning.</p> <p>M-LT-2c Leading the implementation across the school/service of the use of evidence-based inclusive strategies to promote positive behaviour to support learning for students/children experiencing complex and developmental trauma.</p> <p>M-LT-2d Leading the implementation across the school/service of the use of evidence-based inclusive strategies and anti-bullying interventions to create a school environment with defined behavioural expectations to support time spent on learning.</p> <p>M-LT-2e Leading the development and implementation</p>	<ul style="list-style-type: none"> <li>Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues.</li> </ul>	<p>1.1.4 Lead colleagues to select and develop teaching strategies to improve students learning using knowledge of the physical, social and intellectual development and characteristics of students.</p> <p>1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</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>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</p>

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	<p>of plans across the school/service that promote positive behaviour to support student/child achievement of learning outcomes.</p> <p>M-LT-2f Leading a whole school approach to behaviour management with tiers of support to meet the needs of students, staff and families.</p> <p>M-LT-2g Leading staff across the school/service to develop collaborative partnerships between students/children, families and communities.</p>		<p>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 uploading their practices.</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 the educational priorities of the school.</p>
<p><b>Leading initiatives across the school/service to support student/child mental health</b></p>	<p>M-LT-3a Leading initiatives across the school/service to develop knowledge and understanding of evidence-based risk factors and preventative strategies to enhance student mental health.</p> <p>M-LT-3b Leading initiatives across the school/service to develop and understanding to explicitly teach resilience and help seeking skills using evidence-based practices related to personal safety and protective behaviours across the curriculum.</p>	<ul style="list-style-type: none"> <li>▪ Course content is consistent with relevant legislation and/or system policy and/or school policy.</li> <li>▪ Course presenter must meet requirements of qualifications and/or experience.</li> <li>▪ Course content must</li> </ul>	<p>1.1.4 Lead colleagues to select and develop teaching strategies that improve student learning using knowledge of physical, social and intellectual development and characteristics of students.</p> <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>

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	<p>M-LT-3c Leading initiatives across the school/service to develop to develop knowledge and understanding of complex and developmental trauma and evidence-based strategies to support its impacts on learning and behaviour for students/children with disability.</p> <p>M-LT-3d Leading initiatives across the school/service using well developed and evidence-based approaches, programs and processes to identify, regularly monitor and review individual mental health needs of students/children in consultation with students/children, parents/carers, allied health providers and other specialists.</p> <p>M-LT-3e Leading initiatives to develop knowledge and understanding to develop, implement and evaluate whole of school approaches to improving student mental health.</p> <p>M-LT-3f Supporting colleagues to develop partnerships with external government and non-government organisations and health services to support schools to enhance and manage student mental health, including complex mental health presentations.</p>	<p>provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues.</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>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 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</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>4.4.4 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>7.3.4 Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.</p>