

Content Criteria: Aboriginal Education and supporting Aboriginal students/children - Lead Teacher

Overview of the priority area

Courses in this priority area need to be focused specifically on developing understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and/or supporting the learning needs of Aboriginal students/children. Courses in this priority area should not be conflated with more general diversity or multicultural education courses.

The content criteria of this priority area at Lead Teacher career stage is arranged around five focus areas:

1. leading initiatives to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2. leading colleagues to connect with Aboriginal communities
3. leading colleagues across the school/early childhood service to develop teaching programs and learning experiences
4. leading colleagues across the school/early childhood service to support the learning of Aboriginal and Torres Strait Islander students/children
5. leading colleagues across the school/early childhood service to support the aspirations of Aboriginal and Torres Strait Islander students/children.

For each focus, 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.

Providers need to work in partnership with relevant Aboriginal and/or Torres Strait Islander people to ensure that the resources and perspectives being presented are culturally appropriate.

Applications for courses that include cultural content in any form require evidence that the appropriate Aboriginal community endorses the knowledge and perspectives contained in the course and authorises the provider to share this cultural property. Where possible, professional learning should include developing teachers' knowledge and understanding of the local Aboriginal community. Providers and course presenter must have appropriate qualifications and/or expertise in this area.

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 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. Note that the standard descriptors are from the <i>Australian Professional Standards for Teachers</i> . |
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| Leading initiatives to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages | <p>A-LT-1a Leading the development of colleagues' knowledge and understanding of Aboriginal knowledges, spiritualities, beliefs, values, and concepts of kinship and cultural sensitivities across the school/service.</p> <p>A-LT-1b Leading the development of colleagues' knowledge and understanding of similarities and/or differences between Aboriginal and/or Torres Strait Islander knowledge systems and Western knowledge systems, or other knowledge systems to which the teacher and students have access, e.g. knowledge sources, spiritualities, beliefs, values, kinship, cultural sensitivities.</p> <p>A-LT-1c Leading the development of colleagues' knowledge and understanding of the connections between Country/Place, family, story, and language for Aboriginal Peoples and/or Torres Strait Islander Peoples across the school/service.</p> <p>A-LT-1d Leading the development of colleagues' knowledge and understanding of the histories, cultures, languages, societies, past events, and contemporary experiences of Aboriginal Peoples and/or Torres Strait Islander Peoples across the school/service.</p> <p>A-LT-1e Leading the development of colleagues' knowledge and understanding, across the school/service, of past and present</p> | <ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. | <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> |

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| | <p>government policies and their impact on Aboriginal Peoples and Torres Strait Islander Peoples, and on history and society in Australia.</p> <p>A-LT-1f Leading the development of colleagues' knowledge and understanding, across the school/service, of how media representations and personal histories and experiences shape and influence perceptions of Aboriginal and Torres Strait Islander Peoples, cultures, and communities.</p> <p>A-LT-1g Leading the development of colleagues' knowledge and understanding, across the school/service, of racism in relation to Aboriginal Peoples and how to implement anti-racism strategies.</p> <p>A-LT-1h Leading the development of colleagues' knowledge and understanding, across the school/service, of the concepts of cultural safety and inclusivity, and what it means to act in culturally appropriate ways to promote the cultural safety and inclusion of Aboriginal Peoples and/or Torres Strait Islander Peoples.</p> <p>A-LT-1i Leading the development of colleagues' knowledge and understanding, across the school/service of Aboriginal communities, such as the roles of Elders, Aunts and Uncles, community groups and organisations.</p> | | |

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| Leading colleagues to connect with Aboriginal communities | <p>A-LT-2a Leading initiatives to support staff using appropriate strategies to establish and maintain respectful collaborative relationships with parents/carers of Aboriginal children regarding their child's learning and wellbeing.</p> <p>A-LT-2b Leading initiatives to assist colleagues to develop knowledge and understanding of Aboriginal English, and the implications for communicating with students, parents/carers and the community.</p> <p>A-LT-2c Leading initiatives to establishing effective partnerships with colleagues and Aboriginal communities using community consultation principles and protocols.</p> <p>A-LT-2d Leading initiatives to initiate and consolidate involvement of the local Aboriginal community to support decisions made in their local schools.</p> | <ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. | <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 the education of their children and broader school priorities and activities.</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> |

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| Leading colleagues across the school/service to develop teaching programs and learning experiences | <p>A-LT-3a Leading initiatives to support staff when embedding Aboriginal and Torres Strait Islander histories, cultures, knowledges and/or perspectives in teaching activities and learning experiences.</p> <p>A-LT-3b Leading initiatives to support colleagues across the school/service to select appropriate resources/materials related to Aboriginal and Torres Strait Islander histories, cultures, knowledges and/or perspectives to use to develop teaching programs and learning experiences.</p> <p>A-LT-3c Leading initiatives to support colleagues across the school/service to develop teaching strategies and to implement teaching programs and learning experiences with understanding and respect for Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>A-LT-3d Leading colleagues across the school/service to incorporate Aboriginal and/or Torres Strait Islander authored or endorsed publications, and those that give insights into the diverse cultures and experiences of Aboriginal and/or Torres Strait Islander Peoples in teaching programs and learning experiences.</p> | <ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must be related to the content and skills of one or more identified syllabus, or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. | <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> |

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| Leading colleagues across the school/service to support the learning of Aboriginal and Torres Strait Islander students/children | <p>A-LT-4a Developing, implementing and/or monitoring evidence-based strategies across the school/service to support Aboriginal and Torres Strait Islander students/children in their literacy achievement.</p> <p>A-LT-4b Developing, implementing and/or monitoring evidence-based strategies across the school/service to support Aboriginal and Torres Strait Islander students/children in their numeracy achievement.</p> <p>A-LT-4c Developing, implementing and/or evaluating evidence-based teaching strategies and classroom management across the school/service to support the learning and achievement of Aboriginal and Torres Strait Islander students/children.</p> | <ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must be related to the content and skills of one or more identified syllabus, or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. | <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>2.5.4 Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.</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> |

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| Leading colleagues across the school/service to support the aspirations of Aboriginal and Torres Strait Islander students/children | <p>A-LT-5a Leading and supporting colleagues across the school/service when collaborating with individual Aboriginal and/or Torres Strait Islander students/children and their parents/carers, to set personalised learning goals, and to ensure individualised strategies for learning progress are realised.</p> <p>A-LT-5b Leading colleagues, across the school/service, to develop an understanding of Aboriginal and Torres Strait Islander students'/children's range of experiences and circumstances, such as connection to family, culture and community, intergenerational trauma and its effects, and strategies to support the further development of cultural identity and resilience.</p> | <ul style="list-style-type: none"> ▪ Courses that include cultural content require the support of each Aboriginal community involved. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. | <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> |