

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

## Overview of the priority area

The Content Criteria of this priority area at the Proficient teacher career stage are arranged around three focus areas:

1. Social, emotional and cognitive wellbeing of students/children
2. Managing the classroom or learning environment and student/child behaviour to support learning
3. Student/child mental health.

For each focus area, there are 'aspects', 'mandatory features' and 'Related Standard Descriptors'. The Standard Descriptors are selected 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	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>Social, emotional, and cognitive wellbeing of students/children</b>	<p>M-PT-1a Developing knowledge and understanding of how to enhance the social, emotional and learning outcomes of all students/children.</p> <p>M-PT-1b Developing knowledge and understanding of how to engage students/children with evidence-based approaches to enhance their learning and wellbeing relevant to their stage of learning and development.</p> <p>M-PT-1c Developing knowledge and understanding of how to engage students/children experiencing complex and developmental trauma to enhance their learning and wellbeing.</p> <p>M-PT-1d Developing skills to explicitly teach social and emotional skills using evidence-based practices related to personal safety, help-seeking and protective behaviours across the curriculum.</p> <p>M-PT-1e Developing knowledge and understanding of proactive strategies to support student understanding and develop skills in resilience to ensure wellbeing.</p> <p>M-PT-1f Using 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> </ul>	<p>1.1.2 Using teaching strategies based on knowledge of students, physical, social and intellectual development and characteristics to improve student learning.</p> <p>1.2.2 Structure teaching programs using research and collegial advice about how students learn</p> <p>3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving and critical and creative thinking.</p> <p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities of students across the full range of abilities</p> <p>4.4.2 Ensure students' wellbeing and safety within schools by implementing school and/or system, curriculum and legislative requirements</p> <p>4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully</p> <p>4.4.2 Ensure students' wellbeing and safety within schools by implementing school and/or system, curriculum and legislative requirements</p>

<p><b>Managing the classroom or learning environment and student/child behaviour to support learning</b></p>	<p>M-PT-2a Using evidence-based management strategies in the classroom or learning environment to promote positive behaviour to support student/child learning.</p> <p>M-PT-2b Using evidence-based strategies to create an inclusive school/service environment with clear behavioural expectations for learning.</p> <p>M-PT-2c Using evidence-based inclusive strategies to promote positive behaviour to support learning for students/children experiencing complex and developmental trauma.</p> <p>M-PT-2d Using 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-PT-2e Developing knowledge and understanding of monitoring behaviour to develop, implement and plan for positive teaching and learning environments that promote student/child achievement of learning outcomes.</p> <p>M-PT-2f Using a whole school approach to behaviour management with tiers of support to meet the needs of students/children, staff and families.</p> <p>M-PT-2g Developing skills and strategies to develop collaborative partnerships between students/children, staff, families and communities.</p>	<ul style="list-style-type: none"> <li>▪ Course content is consistent with relevant legislation and/or system policy and/or school policy.</li> </ul>	<p>1.1.2 Using teaching strategies based on knowledge of students, physical, social and intellectual development and characteristics to improve student learning</p> <p>1.2.2 Structure teaching programs using research and collegial advice about how students learn</p> <p>3.1.2 Set explicit, challenging and achievable learning goals for all students.</p> <p>3.2.2 Plan and implement well-structured learning and teaching programs or lessons sequences that engage students and promote learning.</p> <p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities of students across the full range of abilities.</p> <p>4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p> <p>4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues. promptly, fairly and respectfully.</p> <p>4.4.2 Ensure students' wellbeing and safety within schools by implementing school and/or system, curriculum and legislative requirements</p> <p>7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.</p>
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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>Student mental health</b>	<p>M-PT-3a Developing knowledge and understanding of evidence-based risk factors and preventative strategies to enhance student mental health.</p> <p>M-PT-3b Developing knowledge 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> <p>M-PT-3c Developing 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-PT-3d Using well developed and evidence-based approaches, programs and processes to identify, regularly monitor and review individual mental health needs of students/children.</p> <p>M-PT-3e Developing knowledge and understanding to develop, implement and evaluate whole of school approaches to improving student mental health.</p> <p>M-PT-3f Developing partnerships with external government and non-government organisations and health services to support schools to enhance and manage student mental health.</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> </ul>	<p>1.1.2 Using teaching strategies based on knowledge of students, physical, social and intellectual development and characteristics to improve student learning</p> <p>1.2.2 Structure teaching programs using research and collegial advice about how students learn</p> <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 socio-economic backgrounds.</p> <p>1.5.2 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across a full range of abilities.</p> <p>1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p> <p>3.1.2 Set explicit, challenging and achievable learning goals for all students.</p> <p>3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning</p> <p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p> <p>4.4.2 Ensure students' wellbeing and safety within schools by implementing school and/or system, curriculum, and legislative requirements</p> <p>7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing</p>