

Content Criteria: Students/children with Disability - 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. using extensive, in-depth knowledge and understanding of students/children with disability to support colleagues to lead initiatives across the school/service
2. leading colleagues to ensure the participation and learning of students/children with disability
3. leading colleagues to establish an inclusive classroom or learning environment to promote engagement of students/children with disability
4. leading colleagues to assess learning of students/children with disability.

For each focus area, 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.

Courses must include an understanding of disability legislation, including the Disability Standards for Education 2005.

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/child 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 for 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-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: These standard descriptors are from <i>the Australian Professional Standards for Teachers</i> .
Using extensive knowledge and understanding of students/children with disability to lead initiatives across the school/service	D-LT-1a Leading the development of teacher knowledge and understanding of an identified disability. D-LT-1b Leading the development of teacher understanding of complex and developmental trauma and its impacts on learning and behaviour for students/children with disability. D-LT-1c Leading the development of teacher understanding of evidence-based practices for personalised learning and reasonable adjustments to meet identified student learning needs. D-LT-1d Leading the development of teacher understanding of the functional impact for students/children with disability in teaching, learning and assessment.	<ul style="list-style-type: none"> ▪ Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. 	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. 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>Leading colleagues to ensure the participation and learning of students/children with disability</p>	<p>D-LT-2a Leading colleagues to design, implement and evaluate effective reasonable adjustments to enable access and full participation in whole class teaching, learning and assessment experiences and evidenced in individual plans.</p> <p>D-LT-2b Leading colleagues to design, implement and evaluate individual plans in consultation with students and parents/carers that address specific learning and support needs, strengths and goals of students/children with disability.</p> <p>D-LT-2c Leading colleagues to develop knowledge and skills in effective, evidence-based consultation with students, parents/carers, allied health providers, other specialists, and teachers to support students/children with disability.</p> <p>D-LT-2d Leading colleagues to implement and monitor learning plans for students/children with disability in consultation with students and parents/carers.</p> <p>D-LT-2e Leading colleagues to establish and maintain collaborative relationships with students and parents/carers in the context of determining learning goals and reasonable adjustments to teaching.</p> <p>D-LT-2f Leading colleagues to use evidence-based practices to design teaching and learning experiences that are inclusive of students/children with disability.</p>	<ul style="list-style-type: none"> ▪ Course content must be related to content and skills of one or more identified syllabus, or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. ▪ 	<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>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>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 to establish an inclusive classroom or learning environment to promote engagement of students/children with disability	<p>D-LT-3a Leading and implementing a whole-school approach to inclusive, evidence-based practices and personalised adjustments for students with disability.</p> <p>D-LT-3b Leading and implementing management strategies to promote a positive and inclusive classroom and learning environment supporting students/children across the full range of abilities.</p> <p>D-LT-3c Leading and implementing evidence-based strategies to promote positive behaviour management addressing challenging behaviour to support students/children with disability.</p>	<ul style="list-style-type: none"> ▪ Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. 	<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>4.3.4 Lead and implement behaviour management initiatives to assist colleagues in broadening their range of strategies.</p>

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Leading colleagues to assess learning of students/children with disability	<p>D-LT-4a Leading colleagues to develop, analyse and evaluate assessment strategies and data relating to student's/children's learning needs.</p> <p>D-LT-4b Leading colleagues to analyse and evaluate student's/children's assessment data and learning needs to plan goals and interventions to support student's/children's achievement of syllabus/EYLF Learning Outcomes.</p> <p>D-LT-4c Leading colleagues to identify ways to extend the learning of students/children with disability throughout the teaching and learning cycle.</p> <p>D-LT-4d Leading colleagues in the personalisation of adjustments to assessment tasks to provide opportunities for all students to demonstrate what they have learned.</p>	<ul style="list-style-type: none"> ▪ Course content must be related to content and skills of one or more identified syllabus, or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must include reference to and support the understanding of the relevant section(s) of the Disability Standards for Education 2005 and any other relevant disability legislation. ▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues. 	<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>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>5.2.4 Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</p> <p>5.4.4 Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.</p>