

Content Criteria: Delivery and assessment of NSW Curriculum/Early Years Learning Framework - Highly Accomplished

Overview of the priority area

The content criteria of this priority area at the Highly Accomplished career stage are arranged around four focus areas:

1. Using extensive knowledge and understanding of the structure and content of a syllabus or the Early Years Learning Framework to support colleagues
2. Supporting colleagues to plan and implement a syllabus/EYLF
3. Supporting colleagues to apply teaching strategies to support learning
4. Supporting colleagues to implement a range of assessment strategies to analyse and interpret student/child learning

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.

Characteristics of Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective and skilled practitioners in the classroom and learning environment. They have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. Highly Accomplished teachers contribute to their colleagues' learning and are knowledgeable and active members of the school/service. They are active in establishing an environment that maximises professional learning and practice opportunities for colleagues.

Highly Accomplished teachers support and work with colleagues to enhance their own and their colleagues' practice and student/child learning in both their own and others' learning environments

Characteristics of Highly Accomplished courses

Courses for Highly Accomplished teachers need to address selected aspects within the priority areas by including content which is relevant to the in-depth knowledge and experience at the Highly Accomplished level.

All Highly Accomplished courses must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context 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> .
Using extensive knowledge and understanding of the structure and content of a syllabus or the Early Years Learning Framework to support colleagues	<p>C-HA-1a Consolidating, and supporting colleagues to develop, knowledge and understanding of the Principles, Practices and Learning Outcomes of the Early Years Learning Framework.</p> <p>C-HA-1b Consolidating, and supporting colleagues to develop, knowledge of the structure and elements of an identified syllabus/EYLF.</p> <p>C-HA-1c Consolidating, and supporting colleagues to develop, knowledge and understanding of concepts/topics within an identified syllabus/EYLF.</p> <p>C-HA-1d Consolidating, and supporting colleagues to develop, knowledge and understanding of the National Literacy Learning Progression.</p> <p>C-HA-1e Consolidating, and supporting colleagues to develop, knowledge and understanding of the National Numeracy Learning Progression.</p>	<ul style="list-style-type: none"> ▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>2.1.3 Support colleagues using current and comprehensive knowledge of the content and teaching strategies to develop and implement engaging learning and teaching programs.</p>

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> .
Supporting colleagues to plan and implement a syllabus/EYLF	<p>C-HA-2a Developing skills to support colleagues to design evidence-based teaching activities or learning experiences aligned to one or more identified syllabuses, or the EYLF.</p> <p>C-HA-2b Developing skills to support colleagues to develop and implement coherent and well-sequenced evidence-based teaching programs (scope and sequences and/or units of work) for implementing in the school/service context.</p> <p>C-HA-2c Developing skills to support colleagues to develop and implement coherent and well-sequenced teaching and learning programs aligned to the Early Years Learning Framework responsive to the strengths, abilities and interests of children.</p> <p>C-HA-2d Developing skills to support colleagues to develop integrated teaching programs/units that incorporate syllabus content from different KLAs.</p> <p>C-HA-2e Developing skills to support colleagues to develop interconnected play-based teaching and learning programs addressing the Principles, Practices and Learning Outcomes of the EYLF.</p> <p>C-HA-2f Developing skills to support colleagues to plan, evaluate and implement and modify teaching programs to improve student/child learning.</p>	<ul style="list-style-type: none"> ▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>1.2.3 Expand understanding of how students learn using research and workplace knowledge.</p> <p>2.1.3 Support colleagues using current and comprehensive knowledge of the content and teaching strategies to develop and implement engaging learning and teaching programs.</p> <p>2.2.3 Exhibit innovative practice in the selection and organisation of content, and delivery of learning and teaching programs.</p> <p>2.3.3 Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.</p> <p>3.2.3 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.</p>

<p>Supporting colleagues to apply teaching strategies to support learning</p>	<p>C-HA-3a Developing skills to support colleagues to develop and use evidence-based teaching strategies aligned with the Principles, Practices and Learning Outcomes of the Early Years Learning Framework.</p> <p>C-HA-3b Developing skills to support colleagues to develop and use evidence-based strategies to teach content and/or skills to achieve relevant syllabus/EYLF outcomes.</p> <p>C-HA-3c Developing skills to support colleagues to develop and use evidence-based strategies to differentiate teaching and learning activities to meet the diverse characteristics, strengths and abilities of learners.</p> <p>C-HA-3d Developing skills to support colleagues to apply evidence-based strategies to teaching students/children with English as an additional language and/or dialect.</p> <p>C-HA-3e Developing skills to support colleagues to develop strategies to address common student misunderstandings of the concepts/topics within one or more identified syllabuses.</p> <p>C-HA-3f Developing skills to support colleagues to create and use digital resources and tools to complement teaching strategies and enhance learning sequences.</p> <p>C-HA-3g Developing skills to support colleagues to use evidence-based strategies to embed the teaching and learning of literacy and/or numeracy.</p> <p>C-HA-3h Mentoring and coaching colleagues and pre-service teachers.</p>	<ul style="list-style-type: none"> ▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>1.1.3 Select from a flexible and effective repertoire of teaching strategies to suit students, physical, social and intellectual development and characteristics of students.</p> <p>1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.</p> <p>1.5.3 Evaluate learning and teaching programs, using student assessment data, that are differentiated for specific learning needs of students across the full range of abilities.</p> <p>2.5.3 Support colleagues to implement effective teaching strategies to improve student's literacy and numeracy achievement.</p> <p>2.6.3 Model high-level teaching knowledge and skills, and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.</p> <p>3.3.3 Supporting colleagues in selecting and applying effective teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.</p> <p>3.4.3 Assist colleagues to create, select and use a range of resources, including ICT, to engage students in their learning.</p> <p>3.5.3 Assist colleagues in selecting a wide range of verbal and non-verbal communication strategies to support student understanding, engagement and achievement.</p>
--	--	---	---

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> .
Supporting colleagues to implement a range of assessment strategies to analyse and interpret student/child learning	<p>C-HA-4a Supporting colleagues to develop and use informal, formal, diagnostic, formative and/or summative assessment strategies to assess student/children’s learning.</p> <p>C-HA-4b Supporting colleagues to develop and apply strategies to provide appropriate and effective feedback to students/children about their achievements in order to progress their learning.</p> <p>C-HA-4c Supporting colleagues to analyse and interpret student/child assessment data.</p> <p>C-HA-4d Supporting colleagues to use assessment data to analyse and evaluate student/children’s learning or understanding of content of an identified syllabus/EYLF to plan next steps for learning which may include modifications to teaching practice.</p> <p>C-HA-4e Supporting colleagues to use the National Literacy Learning Progression to diagnose student learning and plan future literacy learning experiences for primary and/or secondary students.</p> <p>C-HA-4f Supporting colleagues to use the National Numeracy Learning Progression to diagnose student learning and plan future numeracy learning experiences for primary and/or secondary students.</p>	<ul style="list-style-type: none"> ▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context. 	<p>3.1.3 Develop a culture of high expectations for all students by modelling and setting challenging learning goals.</p> <p>5.1.3 Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.</p> <p>5.2.3 Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student’s current needs in order to progress learning.</p> <p>5.4.3 Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.</p>