

# Content Criteria: Delivery and Assessment of NSW Curriculum/Early Years Learning Framework - Proficient teacher

## Overview of the priority area

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

1. understanding the structure and content of a syllabus or the Early Years Learning Framework
2. planning to implement a syllabus/EYLF
3. applying teaching strategies to support learning
4. assessing and diagnosing 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 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>Understanding the structure and content of a syllabus or the Early Years Learning Framework</b>	C-PT-1a Developing knowledge and understanding of the Principles, Practices and Learning Outcomes of the Early Years Learning Framework. C-PT-1b Developing knowledge of the structure and elements of an identified syllabus/EYLF. C-PT-1c Developing knowledge and understanding of concepts/topics within an identified syllabus/EYLF. C-PT-1d Developing knowledge and understanding of the National Literacy Learning Progression. C-PT-1e Developing knowledge and understanding of the National Numeracy Learning Progression.	<ul style="list-style-type: none"> <li>▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes.</li> </ul>	2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
<b>Planning to implement a syllabus/EYLF</b>	C-PT-2a Designing evidence-based teaching activities/learning experiences aligned to the syllabus content or the EYLF. C-PT-2b Developing coherent and well-sequenced evidence-based teaching programs (scope and sequences and/or units of work). C-PT-2c Developing appropriate evidence-based teaching programs aligned to the Early Years Learning Framework that are responsive to the strengths, abilities and interests of children. C-PT-2d Developing integrated teaching programs/units that incorporate syllabus content from different KLAs. C-PT-2e Developing interconnected play-based teaching and learning programs addressing the Principles, Practices and Learning Outcomes of the EYLF.	<ul style="list-style-type: none"> <li>▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes.</li> </ul>	1.2.2 Structure teaching programs using research and collegial advice about how students learn. 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities. 2.2.2 Organise content into coherent, well-sequenced learning and teaching programs. 2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. 3.2.2 Plan and implement well-structured learning and teaching programs or lessons sequences that engage students and promote learning.

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<b>Applying teaching strategies to support learning</b>	<p>C-PT-3a Using evidence-based strategies to teach according to the Principles, Practices and Learning Outcomes of the Early Years Learning Framework.</p> <p>C-PT-3b Using evidence-based strategies to teach content and/or skills of identified syllabus/approved learning framework.</p> <p>C-PT-3c Applying evidence-based strategies to differentiate teaching and learning to meet the diverse characteristics, strengths and abilities of learners.</p> <p>C-PT-3d Applying evidence-based strategies to teach students/children with English as an additional language and/or dialect.</p> <p>C-PT-3e Using strategies to address common student misunderstandings of the concepts/topics within one or more identified syllabuses.</p> <p>C-PT-3f Creating, selecting and/or using digital resources and tools to complement teaching strategies and enhance learning sequences.</p> <p>C-PT-3g Using evidence-based strategies to embed the teaching and learning of literacy and/or numeracy.</p>	<ul style="list-style-type: none"> <li>▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes.</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>1.3.2 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 the full range of abilities.</p> <p>2.5.2 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</p> <p>2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p> <p>3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.</p> <p>3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p> <p>3.5.2 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>

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<b>Assessing and diagnosing student/child learning</b>	<p>C-PT-4a Developing and/or using informal, formal, diagnostic, formative and/or summative assessment strategies to assess student/children's learning.</p> <p>C-PT-4b Using strategies to provide appropriate and effective feedback to students/children about their achievements in order to progress their learning.</p> <p>C-PT-4c Developing knowledge and understanding of how to analyse and interpret student/children's assessment data.</p> <p>C-PT-4d Developing knowledge and understanding of how to use the teaching and learning cycle to support students/children to achieve relevant syllabus/EYLF Learning Outcomes.</p> <p>C-PT-4e Using assessment data to analyse and evaluate students'/children's understanding of content and plan next steps in learning which may include interventions or modifying teaching practice.</p> <p>C-PT-4f Using the National Literacy Learning Progression or National Numeracy Learning Progression to diagnose student learning and plan future literacy learning experiences for primary and/or secondary students.</p>	<ul style="list-style-type: none"> <li>▪ Course content must address content and skills of one or more identified syllabuses or the EYLF Principles, Practices and Learning Outcomes.</li> </ul>	<p>3.1.2 Set explicit, challenging and achievable learning goals for all students.</p> <p>5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p> <p>5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</p> <p>5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>