

# Content Criteria: Delivery and Assessment of NSW Curriculum/Early Years Learning Framework - 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. Leading whole school/service initiatives using extensive knowledge and understanding of the structure and content of a syllabus or the Early Years Learning Framework
2. Leading colleagues to plan and implement a syllabus/EYLF
3. Leading colleagues to apply teaching strategies to support learning
4. Leading 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 taken 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 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/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 <i>the Australian Professional Standards for Teachers</i> .
<b>Leading whole school/service initiatives using extensive knowledge and understanding of the structure and content of a syllabus or the Early Years Learning Framework</b>	<p>C-LT-1a Leading the development of colleagues' knowledge and understanding of the Principles, Practices and Learning Outcomes of the Early Years Learning Framework.</p> <p>C-LT-1b Leading the development of colleagues' knowledge of the structure and elements of an identified syllabus/EYLF.</p> <p>C-LT-1c Leading the development of colleagues' knowledge and understanding of concepts/topics within an identified syllabus/EYLF.</p> <p>C-LT-1d Leading the development of colleagues' knowledge and understanding of the National Literacy Learning Progression.</p> <p>C-LT-1e Leading the development of colleagues' knowledge of the National Numeracy Learning Progression.</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> <li>▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues.</li> </ul>	<p>2.1.4 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based 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 <i>the Australian Professional Standards for Teachers</i> .
<b>Leading colleagues to plan and implement a syllabus/EYLF</b>	<p>C-LT-2a Leading processes to design evidence-based teaching activities or learning experiences aligned to one or more identified syllabuses or the EYLF.</p> <p>C-LT-2b Developing, implementing and evaluating coherent and well-sequenced evidence-based teaching programs across the school (scope and sequences and/or units of work).</p> <p>C-LT-2c Developing, implementing and evaluating coherent and well sequenced teaching and learning programs aligned to the Early Years Learning Framework that are responsive to the strengths, abilities and interests of children across the service.</p> <p>C-LT-2d Leading colleagues to develop integrated teaching programs/units that incorporate syllabus content from different KLAs across the school.</p> <p>C-LT-2e Leading colleagues to develop interconnected play-based teaching and learning programs addressing the Principles, Practices and Learning Outcomes of the EYLF across the service.</p> <p>C-LT-2f Leading colleagues to plan, evaluate and implement and modify teaching programs to improve student/child learning across the school/service.</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> <li>▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues.</li> </ul>	<p>1.2.4 Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.</p> <p>2.1.4 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies, and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.</p> <p>2.2.4 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.</p> <p>2.3.4 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.</p> <p>3.2.4 Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.</p>

<p><b>Leading colleagues to apply teaching strategies to support learning</b></p>	<p>C-LT-3a Leading colleagues to develop, implement and/or evaluate evidence-based teaching strategies aligned to the Principles, Practices and Learning Outcomes of the Early Years Learning Framework.</p> <p>C-LT-3b Leading colleagues to develop, implement and/or evaluate evidence-based strategies to teach content and/or skills to achieve relevant syllabus/EYLF outcomes.</p> <p>C-LT-3c Leading colleagues to develop, implement and/or evaluate evidence-based strategies for differentiating teaching and learning to meet the diverse characteristics, strengths and abilities of learners.</p> <p>C-LT-3d Leading colleagues to develop, implement and/or evaluate evidence-based strategies for teaching students/children with English as an additional language and/or dialect.</p> <p>C-LT-3e Leading colleagues to develop strategies to address common student misunderstandings of the concepts/topics within one or more identified syllabuses.</p> <p>C-LT-3f Leading colleagues to create and/or use digital resources and tools to complement teaching strategies and enhance learning sequences.</p> <p>C-LT-3g Leading colleagues to implement evidence-based strategies to embed the teaching and learning of literacy and/or numeracy in an identified syllabus/EYLF.</p> <p>C-LT-3h Mentoring and coaching colleagues and pre-service teachers across the school/service</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> <li>▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues.</li> </ul>	<p>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.</p> <p>1.3.4 Evaluate and revise school learning and teaching programs, using experience and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socio-economic backgrounds.</p> <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>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>2.6.4 Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.</p> <p>3.3.4 Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem-solving, and critical and creative thinking.</p> <p>3.4.4 Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.</p> <p>3.5.4 Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.</p>
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<b>Leading colleagues to implement a range of assessment strategies to analyse and interpret student/child learning</b>	<p>C-LT-4a Evaluating the implementation of informal, formal, diagnostic, formative and/or summative assessment strategies to assess student/children's learning across the school/service.</p> <p>C-LT-4b Initiating programs and strategies across the school/service to provide appropriate and effective feedback to students/children about their achievements in order to progress their learning.</p> <p>C-LT-4c Evaluating and analysing school/service assessment policies.</p> <p>C-LT-4d Analysing and evaluating assessment data across the school/service to assess students'/children's understanding of content and plan next steps for learning.</p> <p>C-LT-4e Leading colleagues to use the National Literacy Learning Progression across the school/service to diagnose student learning and plan future literacy learning experiences for primary and/or secondary students.</p> <p>C-LT-4f Leading colleagues to use National Numeracy Learning Progression across the school/service to diagnose student learning and plan future numeracy 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> <li>▪ Course content must provide opportunities for participants to develop skills to lead school/service-wide initiatives and/or colleagues.</li> </ul>	<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>