Content Criteria: Leadership to support the learning outcomes of students/children – Highly Accomplished Teacher

Overview of the priority area

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

1. leadership for pedagogical and quality teaching initiatives in schools/services

2. leadership for cultural literacy, inclusion, diversity, responsiveness, and community engagement in schools/services

3. leadership for knowledge and development, scholarship and further studies, and professional engagement in schools/services

4. leadership for planning, management, and administration systems and processes in schools/services.

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 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 teacher 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	Aspect 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 Standard Descriptors in their practice. Note that the Standard Descriptors are from the Australian Professional Standards for Teachers.
Leadership for pedagogical and quality teaching initiatives in schools/services	L-HA-1a Building knowledge base, skills and understanding of the nature, purpose and role of leadership in schools/services. L-HA-1b Engaging in evidence-based professional development that informs the leadership of self and deepens an understanding of the dimensions and capabilities which underpin effective student/child-centred leadership. L-HA-1c Planning and developing professional learning programs, to support leadership development and capacity building for others/colleagues and results in evidence informed teaching practice to improve teaching practice in schools/services. L-HA-1d Leading creativity, innovation, and/or technology to support high-quality professional learning opportunities for others/colleagues that focus on improved learning in schools/services for students/children. L-HA-1e Leading project-based work that is informed by current research and practice to improve the educational outcomes of students/children in schools/services.	▪ Course content is supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context.	2.2.3 Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs. 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. 3.3.3 Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. 3.4.3 Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. 4.5.3 Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. 6.1.3 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice. 6.2.3 Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable. 6.3.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

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			6.4.3 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. 7.2.3 Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. 7.4.3 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
Leadership for cultural literacy, inclusion, diversity, responsiveness, and community engagement in schools/services	L-HA-2a Designing and implementing contextually relevant student/child-centred programs, initiatives, policies and/or processes using expert and community knowledge and experience; to meet the needs of students/children with diverse linguistic, cultural, religious, and socio-economic backgrounds in schools/services. L-HA-2b Establishing and facilitating student leadership programs which are informed by current research and practice and use expert and community knowledge and experience to develop student agency and/or support student voice initiatives. L-HA-2c Establishing and implementing programs that build partnerships with parents/carers and are guided by contextually relevant processes, support engagement and improve the educational outcomes of students/children in schools/services.	▪ Course content is supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Courses that include specific cultural content should be informed and supported by the relevant community. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their	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 socioeconomic backgrounds. 1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives. 2.4.3 Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 3.7.3 Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. 4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. 5.5.3 Work with colleagues to construct accurate, informative, and timely reports to students and

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		school/service context.	parents/carers about student learning and achievement. 6.3.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. 6.4.3 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. 7.1.3 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. 7.2.3 Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies, and processes. 7.4.3 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
Leadership for knowledge and development, scholarship and further studies, and professional engagement in schools/services	L-HA-3a Leading workplace teams to engage in collaborative work, strengthening the leadership of teams and diverse needs within the community/context of the school/service to improve the educational outcomes of students/children in schools and services. L-HA-3b Engaging with communities of practice (including initial teacher education providers), to facilitate and support mentoring programs for pre-service and early career teachers to improve the educational outcomes of students/children in schools/services.	▪ Course content is supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Course content must provide opportunities	1.2.3 Expand understanding of how students learn using research and workplace knowledge. 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 socioeconomic backgrounds. 2.1.3 Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

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	L-HA-3c Designing and developing professional learning sessions for professional network meetings and teaching associations to improve the educational outcomes of students/children in schools/services. L-HA-3d Participating in research-based activity (including action learning) to support and inform the professional learning needs of colleagues and lead professional engagement programs at schools/services.	for participants to develop skills to support and work with colleagues within their school/service context.	3.3.3 Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. 3.6.3 Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. 3.7.3 Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. 4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. 6.1.3 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice. 6.2.3 Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable. 6.3.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. 6.4.3 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.

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			7.1.3 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. 7.2.3 Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. 7.4.3 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
Leadership for planning, management, and administration systems and processes in schools/services	L-HA-4a Coordinating school/service wide learning systems and programs to support students/children with specific learning needs and improve learning outcomes in schools/services. L-HA-4b Developing and implementing school/service wide classroom and behaviour management policies, programs, and initiatives (including rules and routines, goal setting and explicit teaching) to improve learning outcomes for students/children. L-HA-4c Leading the administration and management of schools/services through strategic planning (including resource allocation) to establish, develop and monitor risk management and compliance, and student data management protocols and systems to enhance learning outcomes in schools/services. L-HA-4d Designing professional learning policies to support leadership development and capacity building for teachers as an ongoing practice of professional growth in schools/services. L-HA-4e Establishing and maintaining effective and collaborative teams to manage and provide	▪ Course content is supported by a current and scholarly evidence base. ▪ Course content is consistent with relevant legislation and/or system policy and/or school policy. ▪ Course content must provide opportunities for participants to develop skills to support and work with colleagues within their school/service context.	1.1.3 Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students. 1.2.3 Expand understanding of how students learn using research and workplace knowledge. 1.5.3 Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities. 1.6.3 Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability. 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. 3.1.3 Develop a culture of high expectations for all students by modelling and setting challenging learning goals.

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	support for staff performance, improvement and conduct appraisal in schools/services. L-HA-4f — Building the capacity of others/colleagues within and beyond the school/service to demonstrate leadership and contribute to system/sector wide improvements in planning, management and administration.		3.2.3 Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students. 3.3.3 Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. 3.4.3 Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning. 3.5.3 Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. 3.6.3 Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices. 3.7.3 Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning. 4.1.3 Model effective practice and support colleagues to implement inclusive strategies that engage and support all students. 4.2.3 Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities. 4.3.3 Develop and share with colleagues a flexible repertoire of behaviour management strategies

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			using expert knowledge and workplace experience.
			4.4.3 Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.
			4.5.3 Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
			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.
			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.
			5.5.3 Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.
			6.1.3 Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.
			6.2.3 Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.

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			6.3.3 Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. 6.4.3 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs. 7.1.3 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts. 7.2.3 Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes. 7.3.3 Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing. 7.4.3 Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.