Northern Territory Government

Planning and Programming Guidelines for Teachers
Transition – Year 9

2010

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NT Department of Employment and Training Requirements for curriculum, pedagogy, assessment and reporting

NT Curriculum Framework Programming Guidelines

The NTCF is an overarching document to guide school curriculum provision. There are four operational policy statements for curriculum, pedagogy, assessment and reporting in the compulsory years of schooling. (NTCF 2009 Overview p11)

All NT teachers (must) use the NT Curriculum Framework to plan, assess and report on student learning. The framework enables schools and teachers to select content and teaching methods consistent with local contexts and priorities to ensure learners achieve the agreed and described standards

*Principles of the Northern Territory Curriculum Framework*

The following six key principles of the NTCF guide schools in planning and monitoring ongoing teaching and learning programs.

Deep understanding	Expected standards
Developmental approach	Flexibility
Lifelong learning	Inclusivity

Key questions for programming using outcomes

The NTCF accountabilities or policy statements provide clear detail for teachers around expectations regarding teaching and learning. Policy statement one outlines the need for teachers to use a learning design approach.

The Eight Learning Management Questions (Smith and Lynch, 2006) are a set of sequential design questions that engage teaching and learning teams in a process of designing learning experiences to produce intended learning outcomes. At the heart of this design process is the learner and the expected learning they will achieve. These learning management questions are a deliberate strategy to draw the teaching and learning team to the nuances of the learner and away from a 'one size fits all' approach that is characteristic of teacher focused and curriculum planning approaches (Smith, Lynch and Knight, 2007). (NTCF Overview p 14)
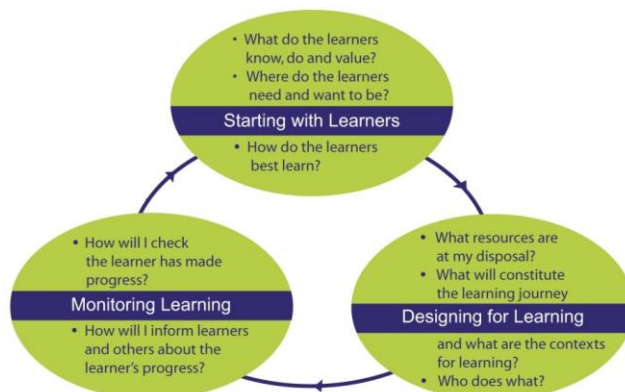
This planning process is embedded in all components of teacher programs; long term planning integrated learning cycles and ongoing programs.

The Learning Design Cycle

NT Curriculum Framework Policies and accountabilities

Policy Statement 1: Curriculum
Provide a curriculum to maximise the capacity of all learners to achieve the standards described in the Northern Territory curriculum Framework in order to be successful learners, confident and creative individuals, and active and informed citizens

Policy Statement 2: Pedagogy
Use evidence based teaching and learning pedagogies that close the gap between the learners' current achievement levels and targeted outcomes

Policy Statement 3: Assessment and Monitoring
Assess, monitor and evaluate learners' progress and achievement against Northern Territory Curriculum Framework standards, using processes to support consistency of teachers' judgements

Policy Statement 4: Reporting
Regularly communicate learning progress and achievement to learners, their families and the community

http://www.det.nt.gov.au/education/teaching_and_learning/curriculum/ntcf/index.shtml

School Requirements
- Each school is expected to identify curriculum priorities in the School's Operational plan, aligned with their Australian performance Indicator Framework. (APIF)
- Many schools have programming guidelines, requirements and timelines specific to their context. Check with senior staff, unit/faculty/learning area coordinator for specific school requirements.

Programming expectations
Policy Statement 1: Curriculum elaborates on the expectations on teachers regarding curriculum and planning and programming. (NTCF Overview p 11)
Teachers will:
- document short, medium and long term teaching and learning plans

When developing their plans, teachers must consider that at least two hours per day of explicit teaching and learning of English oracy, literacy and numeracy skills across the curriculum and two hours of physical activity per week. (Literacy& Numeracy Strategy NTDET & NTCF Overview 2009)

Year or Semester Plans: Long term planning and accountability
It is expected teachers will use multiple measures of data to identify the priorities for teaching and learning. In many primary and middle schools curriculum overviews or maps are available to guide teachers for their context. Teachers are encouraged to develop curriculum plans that encompass all learning areas.

As elaborated in Policy Statement 4 (NTCF Overview), teachers are required to report on all areas of learning at least once within a year. Teachers' long term planning should reflect this accountability.

The Remote Schools Curriculum and Assessment Materials project (2008 and 2009) have developed a model that these maps can be designed from.

Learning and Assessment Plans: Medium term planning and accountability
Each teacher is expected to design, deliver and evaluate a program to meet the specific needs of the students in an effective teaching and learning cycle.

While there is no systemically mandated proforma, it is suggested that teachers' planning proformas should reflect the elements of the 8 Learning Management Questions. (8 LMQs) *There is a possible format in Appendix a*

- **Title/central theme/experience/big idea**

- **Description**

  Summarise the intended teaching program.

- **Learner context** (LMQ 1-3)

  Describe the learner s' achievement, any individual needs and personal learning goals

- **Rationale**

  Clarify the focus of the program and the focus of the learning outcomes

- **Outcomes and expected level of student demonstration: (LMQ 2)**

  Expect achievement at, and use a range of outcomes across Bands and ESL Levels. The range of outcomes provides the high expectations and clarity of focus for students.

- **Sequenced learning experiences (Learning Journey LMQ 4, 5, 6)**

  What the students will be expected to do. These learning experiences or activities should also be reflected in the daybook, which accounts for the actual teaching accomplished on a day-to-day basis.

- **Teaching strategies (Pedagogical choices) (Policy Statement 2)**

  Teaching strategies include what will be specifically taught and how this will be done, eg cooperative group work. Explicit teaching and learning of English oracy, literacy and numeracy skills across the curriculum (at least 2 hours per day) is a mandated requirement.

- **Strategies for catering for individual differences, including individualised plans or educational adjustment plans (EAPs).**

  Strategies include use of varied models eg. Multiple Intelligences©, Bloom's taxonomy, 6 Thinking Hats©

- **Assessment tasks, criteria and tools (Assessment of Learning, Assessment for Learning) LMQ 7,8**

This will include the tasks, what the assessment will be based upon and the outcome it is targeting and the appropriate assessment tools, eg rubrics, anecdotal records.

Sequenced learning experiences or focused learning

In response to identified learner needs and to provide real connections to the diversity of learner contexts, teachers often plan an integrated unit of work linking relevant outcomes eg. Exit Outcomes (Essential Learnings and Learning Technology) and appropriate learning areas. An integrated program does not contain outcomes from all learning areas. Relevant outcomes that can be directly monitored and for which evidence of learning can be gathered are linked within an integrated unit. If an outcome cannot be appropriately assessed then it should not be included.

Focused learning: single learning area

Programs taught by specialist teachers or with a single focus within the school may link outcomes from one learning area with Exit Outcomes.

Daily Plans: Short term planning and accountability

Schools have varying requirements regarding daybook accountability. Speak to your senior staff, unit or faculty coordinator for specific requirements for your school.

Curriculum eTool (Ce-Tool)

The Ce-Tool is the NT Curriculum Module within SAMs and is provided by the NT Department of Education and Training for use by government schools to electronically record and thereby monitor student achievement and to generate NT standardised reports. (NTCF Reporting Guidelines p4) Check with your curriculum, faculty or unit coordinator for further details.

Suggested timeline for programming	
	Actions
Pre Week 1 **Preliminary Planning** *Helpful Hint: Expect this planning to change completely as the teacher gets to know the students better. ☺*	What have the students already learned? What do we want students to learn? In order to find this information, the teacher will need to identify and locate current evidence of learning, eg student record folders, portfolios, reading logs, Developmental Continua or records of achievement from specialist programs. The Ce-Tool is a valuable source of data to identify current levels of student achievement. This data can be complemented by anecdotal evidence from others such as senior staff, unit coordinator, specialist or previous classroom teachers. Using this information, the teacher: • identifies the scope of the class and selects potential outcomes • designs and documents an open-ended program for purposes of identifying the entry skills and knowledge of the students • provides appropriate learning experiences to build teacher knowledge of student achievements and progress against the NTCF progress maps.
Week 1-2 **Clarification** *Helpful Hint: Expect interruptions as the class and school settles into the year.*	the teacher: • implements the 'beginning' program with a range of learning experiences, with explicit teaching as necessary • sources further evidence of learning within the school and links to own observations and assessments • allows for reflection on evidence of learning, including student reflections • clarifies class priorities and directions, and makes finer judgements on the scope of the class as more information becomes available • modifies the initially selected outcomes, where necessary.
Week 2 **Clarifying pathways for developmental learning** *Helpful Hint: Be prepared to change these first units of work substantially or to develop a totally different one to cater for the clarified needs of learners in the class.*	What do we want students to learn? the teacher: • uses the NTCF to select outcomes from; Exit Outcomes, ESL and the learning areas that build on entry understandings and knowledge of students then records these on an appropriate proforma • makes selected outcomes and other cross curricula perspectives explicit within the program. Why do we want them to learn this? the teacher • explains why this learning is appropriate for these students at this time. The key question is 'How will this learning matter once the students have left school?' This thinking process is recorded as part of a rationale on an appropriate proforma How will we know when they have learned? the teacher, using student participation where possible: • develops and describes the assessment of learning/summative assessment tasks in which students will participate in to demonstrate achievement against selected outcomes. • designs appropriate assessment tools for this task and shares with students, parents and other key staff involved prior to the task

	• designs assessment for learning/formative assessment tasks that inform the teacher and students how the teaching and learning cycle is progressing
	How best can we help them learn?
	the teacher:
	• ensures that Exit Outcomes, Numeracy, Literacy and ESL perspectives are embedded within the program
	• deconstructs / designs back from the task/s to identify what needs to be explicitly taught through an appropriate teaching and learning model that includes modelling, scaffolding, guided practices, students peer teaching each other through collaborative learning opportunities, the work requirements and assessment for learning/formative assessment tasks
	• documents in an appropriate proforma.
Week 2 – Weeks 10/20	the teacher:
	• implements the teaching and learning cycle in a program that reflects the changing needs of learners.
Approximately Week 5 each term	the teacher:
	• presents documented programs to Senior Staff – check at school for date.

Organising appropriate information and resources for Outcome Focused Teaching and Learning

The following checklist may be useful information as you begin to organise and deliver your teaching / learning program in your first days at school. While some of these items are mandatory, many are negotiable. You will need to check with your senior staff or unit coordinator to identify which are mandatory at your school.

1. Curriculum: Selecting outcomes for life- long learning

What have the students already learned?

What do we want students to learn?

Identifying learning outcome/s: NTCF Overview Policy Statements
• Find out what learners know, do and value • Select outcomes students are working towards, considering the outcomes at the Band below and above • Make outcomes explicit to students, parents and the community

Planning for future learning involves looking at past learning in order to make informed decisions and might include reference to many of the following:

❑ Evidence of learning linked to specific outcomes from NTCF eg. Curriculum eTool records, portfolios

❑ Assessments and evaluations of Literacy and Numeracy

❑ Parent / student / teacher feedback

❑ Term / semester reports / teacher evaluations

❑ First Steps Developmental Continua/Accelerated Literacy records,/Quicksmart data

❑ NAPLAN results

❑ Standardised assessments and evaluations

❑ School based assessments and evaluations

❑ Portfolios – digital or otherwise

❑ ESL records

2. Curriculum: rationalising outcome selections

Why do we want students to learn these things?

The following six key principles of the NTCF guide schools in planning and monitoring ongoing teaching and learning programs.

Deep understanding	Expected standards
Developmental approach	Flexibility
Lifelong learning	Inclusivity

In developing a realistic and effective rationale for curriculum delivery, a teacher might consider the following:

❑ School Operational Plan, e.g., targets, whole school approaches, Literacy and Numeracy Plan, APIF

❑ Specific school policies, guidelines, e.g. specific school ethos, Behaviour Management, school / class Discipline Policy, Gender Equity, Learning Technology

❑ System / School Health and Safety Guidelines, e.g. school medical procedures, fire drill, cyclone alert, accident procedures

❑ School / personal statement of belief / philosophy

❑ School Curriculum Map or Yearly Overview

- ❑ Catering for individual differences (*Students with Disability 2008*, *Policy for Education of Gifted Students in the NT 2006*)
- ❑ Catering for diversity
- ❑ NT Curriculum Framework progress maps
- ❑ Catering for local, regional, national or global community influences, e.g. swimming program, Science Week, World Environment Day, National Water Week or CrocFest
- ❑ Local events, eg drought, flood,

3. Pedagogy

How can we best help students to learn?

> Use evidence based teaching and learning pedagogies that close the gap between the learners' current achievement levels and targeted outcomes. NTCF Overview Policy Statement 2

- • choose pedagogical practices and approaches based on research of how their learners best learn the knowledge, understandings, skills, values and attitudes that are the focus of the plan for learning

In order to help students learn effectively, teachers need to adopt best pedagogical practices. This includes the consideration of:

Intellectual Quality: Learner centred teaching strategies
- ❑ Reference to the principles of cognitive theory
- ❑ Encouragement of learner inquiry and higher order thinking
- ❑ Depth of knowledge and understanding
- ❑ Critical concept analysis
- ❑ Consistent use of higher order language concepts
- ❑ Negotiation of individualised learner pathways

Learner Centred and Supportive Classroom Environment
- ❑ Explicit outcomes and quality performance criteria
- ❑ An emphasis on active learning and learning as a process
- ❑ Mutual respect and support
- ❑ Academic engagement
- ❑ Effective classroom management strategies and encouragement of learner autonomy and initiative
- ❑ Negotiation of curriculum and individual pathways
- ❑ Opportunities for reflection

Recognition of Individual Learner Differences
- ❑ Cultural Knowledge
- ❑ Inclusivity practices
- ❑ Different teaching and learning styles
- ❑ Group Identity
- ❑ Active Citizenship

Connections to Authentic Contexts

Knowledge Integration - Catering for the four main areas of curriculum, ie key concepts, values and attitudes

- ❑ strategies and skills
- ❑ Links between student background knowledge and concept connections

- ❑ Connectedness to the world – life long authentic learning
- ❑ Intellectually rigorous and real-world/authentic problem solving

4. Assessment

How will we know when students have learned?

What assessment activities would best reflect this evidence of learning?

Curriculum, Assessment & Reporting Standards NTCF Overview pp7-10

Explicit, valid and reliable, accessible, student centred, instructional utility (assessment Design analysis tool elements NTCF Assessment Guidelines p18)

- *'Assessment of learning* assists teachers to use evidence of student learning to assess learner achievement against goals and standards'. (NTCF Assessment Guidelines p12)
- '*Assessment for learning* enables teachers to use information about learner progress to inform their

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Within the context of an active teaching and learning cycle, possible sources of evidence can include:

- ❑ Specific assessments and evaluations of Numeracy, Literacy and ESL outcomes
- ❑ Teacher evaluations of exit outcomes (EsseNTial Learnings and Learning Technology), learning area outcomes and cross curricula perspectives, e.g. Environmental, Indigenous
- ❑ Parent / student / teacher feedback
- ❑ NAPLAN results
- ❑ Standardised assessments and evaluations
- ❑ School based assessments and evaluations
- ❑ Portfolios – digital or otherwise
- ❑ Anecdotal records
- ❑ Learning Journeys

Judgements about progress towards identified learning outcomes can be made by using:

- ❑ Success criteria explicit in rubrics
- ❑ Annotated work samples
- ❑ Strategic questioning
- ❑ Protocols when assessing/appraising student work eg Heart of Teaching
- ❑ Collaborative practices such as moderation

For more detail around assessment accountabilities, refer to NTCF Assessment Guidelines 2009

http://www.det.nt.gov.au/__data/assets/pdf_file/0018/7830/NTCF_AssessmentGuidelines.pdf

5. Giving Feedback and Reporting

Who will we report / provide feedback to about what students have learned?
How will we report this?

Refer to NTCF (p 12-13) – Reporting and Assessment Cycle and Reporting Guidelines

- Provide ongoing feedback to students
- Report formative and summative assessment information

Reporting is the description of a teacher's summative judgement of a learner's achievement. This is based on recorded evidence that teachers have gathered within the teaching and learning cycle. It should accurately reflect what learners know and how they apply or use that understanding.

In order to provide quality feedback to all stakeholders, teachers need to consider:

❑ Authentic purposes for reporting
❑ School / systemic responsibilities
❑ Formal and informal processes linked to curriculum, pedagogy and assessment
❑ Reporting on individual progress and needs in areas taught and assessed in a semester or year.

For more detail around assessment accountabilities, refer to NTCF Reporting Guidelines 2009
http://www.det.nt.gov.au/__data/assets/pdf_file/0019/7831/NTCF_ReportingGuidelines.pdf