



Curriculum Planning and Programming Policy Implementation and Procedures

Context

It is the responsibility of every teacher at Nowra Hill Public School to ensure that every student achieves the Educational Goals for Young Australians as set out in the Melbourne Declaration 2008.

We provide an educational community that:

1. Promotes equity and excellence
2. Ensures our students become successful learners, confident and creative individuals, and active and informed citizens.

All students in NSW public schools have the right to access the curriculum equitably and fairly and to participate in a learning program which is of high quality and is consistent with the *Education Act 1990*; NSW Education Standards Authority syllabuses and credentialing requirements; the *Disability Discrimination Act 1992*; and the Disability Standards for Education 2005.

To ensure students in the NSW public education system are provided with every opportunity for a quality education in a safe environment, it is essential that all teachers are aware of and comply with their professional responsibilities as outlined in the NSW DoE's *Statement of Professional Responsibilities*, which must be adhered to by all teachers and includes (but is not limited to) the following:

"In carrying out your duties and responsibilities you must:

- be conscious of your special duty of care to the students of the NSW public education system in all educational activities in and out of school;
- demonstrate the highest standards of professional behaviour, exercise professional judgement and act in a courteous and sensitive manner when interacting with students, parents or caregivers, staff and the public;
- **collaborate** in the development of school plans, policies, and programs;
- **devise and document teaching and learning programs and develop and implement appropriate evaluation mechanisms;**
- be conscious of the need for equitable treatment of all students, including those with disabilities or other special needs; **meet the individual learning needs of students** and assist each student to maximise his or her learning outcomes;
- effectively manage and implement programs for child protection and student welfare."



Australian Professional Standards for Teachers

Teachers at Nowra Hill Public School are expected to plan and design educational teaching programs which meet or exceed the proficient level of descriptors in the *Australian Professional Standards for Teachers*, particularly:

- 1.1.2 – Use teaching strategies based on knowledge of students’ physical, social and intellectual development and characteristics to improve student learning.
- 1.2.2 – structure teaching programs using research and collegial advice about how students learn.
- 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 socioeconomic backgrounds.
- 1.4.2 – Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- 1.5.2 – Develop teaching activities that incorporate differentiated to meet the specific needs of students across the full range of abilities.
- 1.6.2 – Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
- 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.
- 2.4.2 – Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5.2 – Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.
- 2.6.2 – Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.
- 3.1.2 - Set explicit, challenging and achievable learning goals for all students.
- 3.2.2 – Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- 3.3.2 – Select and use relevant teaching strategies to develop knowledge, skill, problems solving and critical and creative thinking.
- 3.6.2 – Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- 5.1.2 – Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- 5.2.2 – Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- 5.4.2 - Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.



Mandatory Components of a Teaching Program

Registration Process for the NSW Government School System Manual (NESA, 2017)

The curriculum provided by a school must meet the requirements set out in the Education Act.

Every teacher at Nowra Hill Public School maintains an educational program based on, and taught in accordance with, the outcomes of NESA syllabuses for the six key learning areas ('KLAs') of primary education as relevant to their teaching load.

The educational programs ensure that:

- every child accesses programs in each of the KLAs during each year
- the learning sequences are appropriate for the children concerned having regard to their level of achievement and needs
- are in accordance with any relevant guidelines developed by NESA and approved by the Minister
- include evidence relating to the quality of teaching and learning.

Teachers are to maintain documented evidence of their educational program including:

- timetables for each year/class showing the allocation of time and teachers for each KLA
- the scope and sequence of learning/units of work in relation to outcomes of NESA syllabus for each KLA for each year
- resources and equipment available for each KLA
- an assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded
- teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work for that year
- samples of student work that relate to the teaching program for that year
- consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs and samples of student work
- records of teacher reflection/evaluation of the effectiveness of teaching and learning activities
- records of the progressive achievement of students over time
- records of analysis of student achievement data to inform teaching and learning
- records of strategies for teaching any Aboriginal and Torres Strait Islander students
- evidence relating to student engagement
- teaching strategies and programs designed and implemented to meet specific learning needs of students across varying student backgrounds and learning profiles, including any Aboriginal and Torres Strait Islander students.



Programming Expectations and Supervision Procedures

The timeline for the supervision of teaching programs is set out at the beginning of each year in the PDP Planning Document. It includes term by term PDP meetings with supervisors where teachers and supervisors discuss the teaching program in reference to the *Australian Professional Standards for Teachers* and the supervisor provides written feedback to the teacher.

Each term's teaching program is expected to include:

Class List – A current class list should be included for use by a casual teacher.

Timetable – The class timetable should be included showing the correct time allocation for each of the KLAs. A digital copy of this timetable needs to be emailed to the AP each term as part of the Registration requirements.

Class Profile – A short description of the students in the class, including any students who need adjustments or accommodations.

IEPs/PLPS – These should be included in the program and reviewed term by term.

Assessment Plan Overview – This is a one page overview of the range of planned assessment tasks across the KLAs. A template has been provided, adjust as appropriate. A digital copy of this overview should be emailed to the AP each term as part of the Registration requirements.

PLAN Documentation – This should include a hard copy of your current "Class Analysis Sheet" and "Class Learning Plan". These can be printed directly from the PLAN software.

Scope and Sequences – A copy of the relevant scope and sequences for each class should be included with a register of what has been covered to date.

Content Tracking Documents – A copy of the Content Tracking Documents should be included with your program. This should be updated at the end of each term and will be collected by the AP at the end of each year.



Units of Work – There should be a clear and explicit teaching program for **each KLA** that includes:

- **Outcomes** – Each program should begin with the syllabus outcomes the unit is addressing.
- **Learning Focus** – Each program should include some learning intentions or syllabus dot points to identify the focus of the unit.
- **Assessment Plan** – A plan of how the identified outcomes will be assessed should be included. Consideration should be given to planning a range of quality assessment for, as and of learning. Marking rubrics and checklists should also be included where appropriate.
- **Learning Experiences** – Each program should document the planned learning experiences. It should include enough detail to be clear on the lesson content, but does not have to be a detailed whole lesson plan.
- **Quality Teaching Tools/Strategies/Routines** – The learning experiences outlined should include a wide range of current, quality pedagogical practice. Teaching strategies that reflect the quality teaching elements should be included. Some good examples include How2Learn’s Practices that accelerate learning, Hattie’s Visible Learning strategies, Claxton’s split screening learning habits or Ritchhart’s Thinking Routines.
- **Differentiation** – Each unit should show how you plan to differentiate each learning experience as needed.
- **Resources** – Each unit should include the resources that will be used in the unit.
- **Register** – Each program should include a register of the date that each learning experience is completed.
- **Evaluation** – Each program is required to include an evaluation of individual lessons and/or the unit as whole.
- **Assessment Records** – A record of the assessment tasks completed and the results must be maintained.



Curriculum and allocation of time

Learning programs, based on NESA syllabuses, are provided to address each learning area in each year of schooling.

The Key Learning Areas (KLAs) are:

- English
- human society and its environment (incorporating history and geography)
- mathematics
- personal development, health and physical education
- creative arts
- science and technology.

In providing curriculum, teachers are to ensure that priority is given to English and mathematics.

Teachers have flexibility in how they deliver learning programs, for example through integrated programs, provided that:

- approximately 50% of time is allocated for English and mathematics and 40% of time for the other KLAs and sport
- as part of the 40% allocation, schools are to include 150 minutes per week for planned physical activity, including a minimum of one hour for sport in Years 3 – 6
- provision is made for Special Religious Education (SRE) and Special Education in Ethics (SEE) in each primary year, where authorised personnel from approved providers are available.

Planning for effective learning and assessment

When planning effective learning and assessment activities, teachers should consider whether the teaching, learning and assessment approaches are appropriate to the syllabus outcomes being addressed.

What should teachers consider when planning for effective learning and assessment?

- Classroom and assessment activities should be clearly related to the syllabus outcomes.
- Students should be provided with opportunities to demonstrate what they know and can do.
- A variety of assessment approaches may be used so that students have the opportunity to show what they know and can do in different ways.
- A single activity can often provide information about more than one syllabus outcome; for example, an assessment activity may show a student's knowledge, problem-solving and evaluation skills.

In NSW, the syllabus outcomes are used as key reference points for decisions about students' progress and achievement.



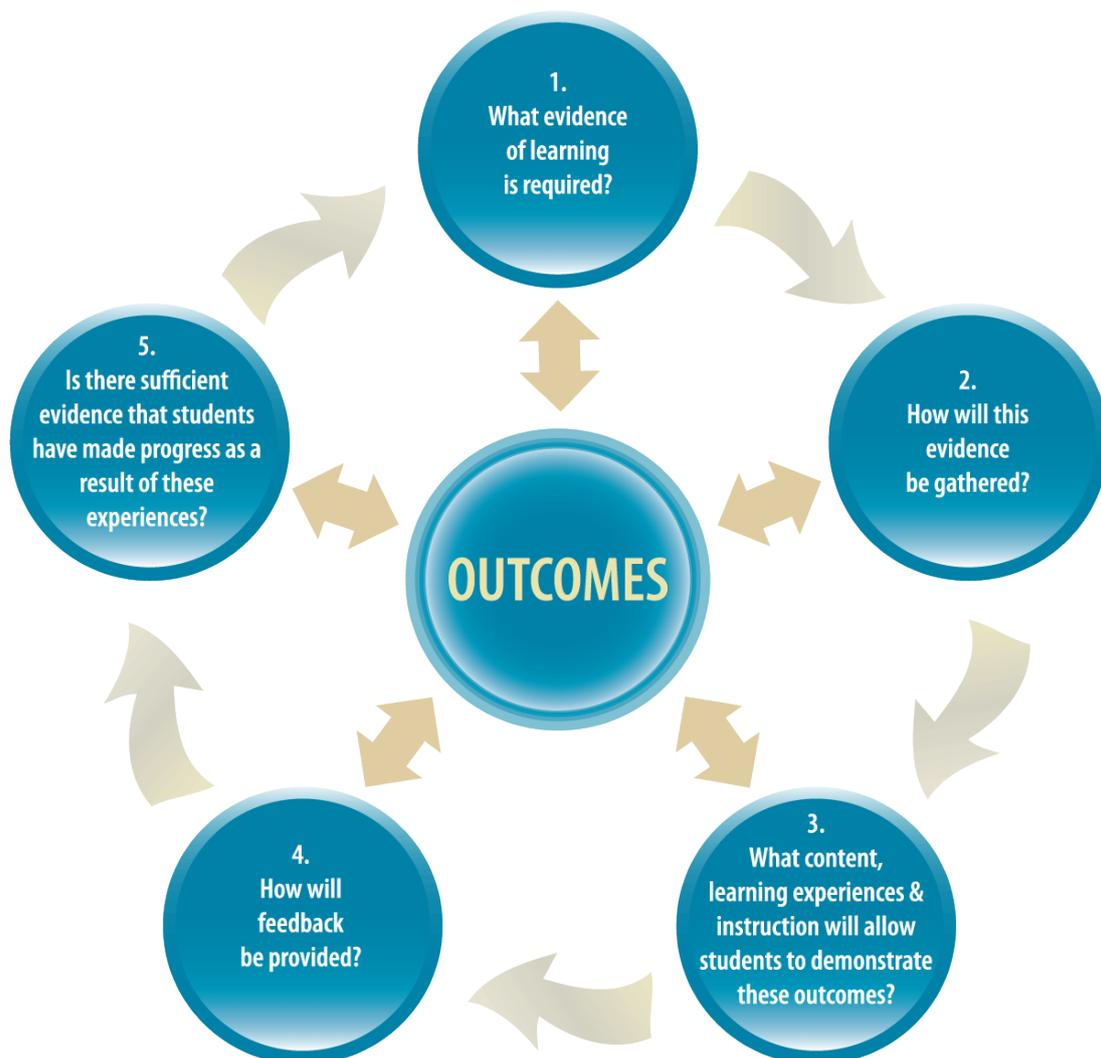
Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage as a result of effective teaching and learning
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during, and at the end of, a stage.

At Nowra Hill Public School, we design high quality educational programs using the NESA planning cycle:





Step 1: What evidence of learning is required?

Evidence of learning assists teachers in making professional judgements about student progress and achievement in relation to syllabus outcomes. The criteria should be based on the outcomes to assess and monitor student learning. A range of evidence should be used to determine the level of achievement of outcomes and to plan the next steps in the learning process.

Step 2: How will this evidence be gathered?

The criteria used to assess student progress can be incorporated across a range of assessment strategies that include:

- informal and formal activities
- teacher- or student-directed activities
- a diversity of approaches: assessment for, as and of learning.

Evidence gathered by teachers may include:

- observations
- anecdotal records
- analysis of work samples against criteria
- conferences/discussions with students
- student reflections.

Evidence of student achievement may include:

- research projects
- practical tasks and demonstrations
- response tasks, including tests
- performances and presentations
- resubmissions following feedback
- peer and self-assessment.

Step 3: What content, learning experiences and instruction will allow students to demonstrate these outcomes?

The content describes in more detail:

- how the outcomes are to be interpreted and used
- the intended learning appropriate for the stage.

A range of teaching, learning and assessment activities and strategies can provide students with opportunities to demonstrate achievement of outcomes. Teachers make decisions about the type and sequence of instruction, the emphasis to be given to particular areas of content, and any adjustments or support required based on the needs, interests and abilities of their students.

The context and learning experiences should be designed to build on students' knowledge, understanding and skills. Teachers may select the context taking into account:



- students' past and current learning experiences and performances
- students' achievement in relation to outcomes achieved previously
- students' interests, learning needs and cultural background
- other factors, such as local resources.

Step 4: How will feedback be provided?

Appropriate feedback during, and at the end of, teaching, learning and assessment activities may guide and clarify student learning and understanding.

Teachers should consider:

- the most effective form of feedback for students based on the criteria provided
- how feedback contributes to and improves future learning.

Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and include:

- oral feedback from the teacher, student and their peers and/or through group work activities, forums and conferences
- self-assessment by students based on the criteria
- written feedback based on the criteria for assessing learning
- provision of exemplar responses to assist students in further analysing their work.

Step 5: Is there sufficient evidence that students have made progress as a result of these experiences?

Progress, in relation to the assessment criteria, can be used by students and teachers to:

- determine how well students have demonstrated achievement of outcomes
- plan the next steps in learning.

Teachers can adjust future learning experiences to meet the needs of their students where appropriate. Students may engage with:

- similar learning experiences in relation to selected outcomes
- similar learning experiences in a new context
- different outcomes.

Students can plan with their teachers the next steps in their learning. They may reflect on:

- what they learned
- what strategies they used to learn
- how well they learned
- how they can improve their learning.



Differentiated Programming

Students are individuals who learn at different rates and in different ways. These individual differences may influence how students respond to instruction and how they demonstrate what they know, understand and can do. Individual differences may include:

- cognitive abilities, including students' current level of understanding and ability in relation to a particular topic or skill
- prior learning experiences
- learning styles and preferences
- motivation and engagement with learning
- interests and talents.

Through differentiated planning and programming, teachers can consider students' varying abilities, learning styles, interests and needs.

What is differentiation?

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways. Differentiated programming recognises an interrelationship between teaching, learning and assessment that informs future teaching and learning.

Differentiated programming:

- provides teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively
- provides alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- considers what resources and stimulus materials will assist students
- includes a range of activities and resources appropriate for students with different learning needs and levels of achievement
- promotes flexible learning experiences and encourages students to work at their own pace to develop their knowledge, understanding and skills
- monitors student learning over time using evidence of student achievement to guide future teaching and learning opportunities
- considers how individualised feedback to students can help identify student strengths and areas for improvement.

Differentiated programming provides students with opportunities to:

- demonstrate, in different ways, what they know, understand and can do at different points of the learning cycle
- discuss with their teachers their preferred learning style and new ways of learning
- explore, experiment and engage with the concepts and principles underpinning what they learn
- develop higher-order thinking and creative and critical thinking skills.



References/Resources:

- NSW Department of Education, *Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12*. 2016
- NSW Department of Education, *Curriculum planning and programming, assessing and reporting to parents K-12 policy*. 2017
<https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming,-assessing-and-reporting-to-parents-k-12?refid=285831>
- NSW Department of Education, *Professional responsibilities*. 2017
<http://www.dec.nsw.gov.au/about-us/careers-centre/school-careers/teaching/your-teaching-career/approved-teachers/casual-teacher-induction/professional-responsibilities>
- NSW Education Standards Authority, *Registration Process for the NSW Government School System Manual*. 2017
- NSW Department of Education, *Every, Student, Every School*. 2017
<https://schoolsequella.det.nsw.edu.au/file/d98404c4-4d09-49d1-bd87-ffea7e3fd1d8/1/ESES%20-%20Learning%20%26%20Support.pdf>
- Australian Institute for Teacher and School Leadership, *Australian Professional Standards for Teachers*. 2017
<https://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>



Appendix

- Recording Evidence – NESA
- Effective Feedback – NESA
- Designing effective assessment – NESA
- How can teachers differentiate? – NESA
- Programming Ideas
- Assessment Plan Overview



Recording Evidence - NESAs

Teachers may plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence can assist teachers in making professional judgements about a student's progress and achievement of syllabus outcomes, and provides feedback about how students can improve their learning.

Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Teachers can use this evidence to:

- evaluate student progress in relation to the syllabus outcomes and content being addressed
- decide what needs to be taught next, and at what level of detail to assist students in their learning
- determine any adjustments to teaching, learning and assessment
- form a judgement of student achievement at key points throughout the year
- inform students, parents and subsequent teachers of a student's progress, strengths and areas for improvement
- monitor the effectiveness of teaching and learning programs.

Recording evidence for assessment may take a variety of forms, including individual comments or notations, marks, grades, conversations, digital recordings and/or audio or visual representations.

Recording evidence:

- needs to be manageable
- may be formal and/or informal
- should focus on student progress in relation to outcomes, particular strengths and areas for improvement.

Students and teachers may decide together about the evidence of learning to be gathered and how it should be recorded and organised. Students can use this information, and teacher and peer feedback, to:



- reflect on their work
- make judgements about their learning
- make decisions with their teacher about the next steps in their learning.

Teachers may gather evidence and record:

- a student's strengths and areas for improvement for one activity
- the performance of a particular student, class, group or cohort of students, across a range of assessment activities and across a period of time.

Teachers can work collaboratively, including in the online environment, to develop a shared understanding of syllabus standards. Working collaboratively can assist teachers to:

- make consistent and comparable judgements of student achievement
- decide what to look for when determining the extent of student understanding.



Effective Feedback – NESA

Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students:

- how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
- how to improve their learning.

Principles of effective feedback

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.

Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning.

See also:

- [Kindergarten – Year 6 assessment strategies](#)

Forms of feedback

The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Feedback may take a variety of forms, including digital and other modes. It may be formal or informal, and should encourage teacher–student dialogue about learning. It may include:

- oral feedback from the teacher, student and their peers, such as collaborative activities and conferencing
- written feedback from the teacher and/or peers, based on the criteria for assessing learning.



Teachers may consider the following forms of feedback to support teaching, learning and assessment:

- whole-class discussions to clarify the task during the activity, including blogs, wikis and forums
- whole-class or individual student comments about aspects of the activity where students performed well, and how to improve
- peer and self-assessments and self-reflections
- checklists, criteria sheets, comments or grades
- ongoing oral or written comments, including questioning students' understanding
- cues, reinforcements or prompts to redirect learning
- drafts and resubmissions
- peer collaborations using online tools
- written, audio or digital annotations
- discussion of a range of student work samples and other examples beyond the classroom in relation to criteria.

Feedback to support student learning

Providing students with advice about how they can improve their learning is a key element of effective feedback. Students benefit from opportunities to:

- rehearse and practise
- consult a range of reference points, including teachers, adults, peers and resources, including digital resources
- reflect on their learning and plan how to improve their knowledge, understanding and skills.

Feedback supports student learning when it:

- clarifies learning in relation to outcomes, criteria and standards
- is based on a standards-referenced approach rather than comparisons with other students
- recognises improvements made over time in comparison to prior work samples
- offers alternatives or asks students to think of alternatives
- focuses on the activity rather than the student
- is descriptive and questioning
- values student work and focuses on the quality rather than the quantity
- models how to apply a particular skill
- facilitates self-reflection
- encourages positive motivational beliefs and self-esteem
- is timely and provides opportunities for students to act upon advice.



Designing effective assessment – NESA

Designing effective learning experiences requires selecting activities that develop students' knowledge, understanding and skills, and provide opportunities for evidence of learning to be gathered. Methods of gathering evidence may include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities.

When designing assessment activities, teachers should consider whether the activity:

- shows a clear relationship between the syllabus outcomes and content being assessed
- is integral to the teaching and learning program/cycle
- provides opportunities for students to demonstrate the extent of their knowledge, skills and understanding across a range of known and unknown contexts
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- includes questions or activities that have the potential to engage students in discussion and/or reflection about their strengths, areas to develop and learning goals
- includes strategies appropriate to the outcomes being addressed, including how students can improve their learning as a result of assessment and feedback
- provides valid and reliable evidence of student learning, and is fair.

Selecting assessment activities

The following table may assist teachers to plan effective learning and assessment activities. The strategies may provide opportunities for students to demonstrate what they know and can do individually and collaboratively.

Area for assessment	Assessment activities may include:
<p>Knowledge, recall and understanding</p> <p>These relate to what a student knows.</p>	<ul style="list-style-type: none"> • background knowledge quizzes, multiple-choice questions, true/false questions, pen-and-paper and electronic tests • outlining key ideas using words, short phrases and brief sentences • defining key terms and concepts • comprehension and interpretation exercises • cloze and matching exercises • labelling a diagram • making a timeline • classifying types of processes or events • sharing ideas and information • retelling stories • making a podcast/vodcast • activities that incorporate digital literacies • recalling and recognising terms and facts • recording learning using diaries, journals and blogs



<p>Skills in analysis and critical thinking</p> <p>These skills relate to learning about 'how' rather than 'what'.</p>	<ul style="list-style-type: none"> • classifying, categorising and sorting information • comparing and contrasting two events, theories and/or processes • analysing, evaluating and expressing opinions • investigating, collecting and analysing data • conducting interviews • researching • predicting the outcome of an event and testing theories • debating • participating in group discussions • rewriting stories from a different perspective or point of view
<p>Skills in synthesis and creative thinking</p> <p>These skills relate to the ability to combine the familiar with the new in different ways and in unfamiliar contexts.</p>	<ul style="list-style-type: none"> • summary writing and/or journal writing • devising analogies • creating concept maps • creating a website design • interpreting information from a range of sources • compiling portfolios • writing poems and narratives • rewriting stories from a different perspective • designing solutions • conducting experiments
<p>Skills in problem-solving</p> <p>These skills relate to recognising problems and determining possible solutions.</p>	<ul style="list-style-type: none"> • problem-recognition and problem-solving • brainstorming • generating questions • selecting and applying appropriate strategies to a context • researching • simulations and problem-solving scenarios • game-based learning
<p>Skills in application and performance</p> <p>These skills relate to the application of knowledge, skills and understanding, through performance.</p>	<ul style="list-style-type: none"> • paraphrasing and editing • creating and using models • making a diorama to illustrate an event • producing a poster • presenting group and individual performances • role-playing • participating in debates • peer tutoring • explaining and demonstrating to others • inquiry, practical and research projects • making a video or podcast (including writing a script and film/audio production)



<p>Skills in evaluation</p> <p>These skills relate to applying knowledge and understanding to make judgement.</p>	<ul style="list-style-type: none">• short-answer questions, including oral and written responses• concept and mind mapping to show generalisations and relationships• self-reflective evaluation, including journals, reflections on processes, blogs and wikis• participating in self-assessment, peer assessment and peer feedback activities• creating and interpreting graphs and diagrams• posing problems in a range of contexts• evaluating research• writing reviews• critiquing the value of ideas, concepts, materials and methods using criteria• designing a questionnaire to gather information• making a flow chart depicting critical stages
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How can teachers differentiate? – NESA

Most students will participate fully in learning experiences based on the regular syllabus outcomes and content. Some students may require additional support or adjustment to teaching, learning and assessment for learning activities.

Teachers may differentiate the delivery of content where appropriate, and include a range of resources to support student learning. Differentiation strategies may include:

- curriculum compacting
- providing key vocabulary
- developing individual learning goals
- including learning centres to facilitate guided or independent learning
- providing a variety of stimulus materials in a range of mediums.

Teachers may differentiate the learning activities by making modifications to instruction and student groupings. Differentiation strategies may include providing opportunities for:

- tiered and levelled activities
- interest centres
- learning contracts
- problem-solving and challenge-based learning opportunities
- open-ended questioning
- group and independent study.

Teachers may differentiate the ways students demonstrate their learning based on their learning preferences, interests and strengths. Differentiation strategies may include providing opportunities for:

- collaborative and individual learning
- project-based work
- student choice
- teacher/student dialogue around learning activities.

Teachers may differentiate the learning environment by considering the physical, virtual and social context where learning takes place. Differentiation strategies may include consideration of the:

- structure and organisation of the classroom, including class routines
- ways students interact with and work with others by providing opportunities for individual, collaborative and whole class group work.

Teachers can differentiate assessment experiences by making adjustments to and modifying assessment for learning activities for individual students or a group of students to cater for:

- different learning needs
- a range of learning styles and preferences.



Programming Ideas

- Learning.21stCentury.Snapshot
<http://snapshot-21stcentury-learning.weebly.com/>
- Scootle
<https://www.scootle.edu.au/ec/p/home>
- On Butterfly Wings – English
<http://obwe.weebly.com/>
- On Butterfly Wings – Maths
<http://obwm.weebly.com/>
- NESA Units
<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/resources/sample-unit-work>
- PETAA
http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/w/Teaching_Resource/s/Teaching_Resources.aspx?hkey=8368cb41-25f4-4df3-9e1e-63c4036d983e
Username: rebecca.white12 Password: Albatross4106
- Copacabana Public School
<http://www.copacabana-ps.com/australian-curriculum.html>
- Australian Curriculum Lessons
<http://www.australiancurriculumlessons.com.au/>
- English for the Australian Curriculum
<http://e4ac.edu.au/primary/>
- The Australian Association of Mathematics Teachers Inc
<http://www.aamt.edu.au/Better-teaching/Classroom-resources/TLF-units-of-work>
- Australian Science Teachers Association
<http://scienceweb.asta.edu.au/>
- History Teachers' Association of Australian
<http://www.achistoryunits.edu.au/>



Assessment Plan

Teacher: _____ Class: _____

Year: _____ Term: _____

KLA	Formal Assessment	Observation	Group Discussion	Rubric	Checklist	Retelling	Conferences	Running Records	Benchmarking	Work samples	Teacher-made test	Self Assess	Peer Assess	Other
English														
Maths														
Science														
HSIE														
PDHPE														
Music														
Visual Arts														
Drama														
Dance														