DET NSW

2013

Bargo Public School

Programming Policy Program Expectations and Feedback Sheet

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**Definition**

A program is a written record prepared by all teachers of the explicit teaching and learning planned and completed by the students in their care. It is a written indication of the cyclic planning based on curriculum/syllabus, and reflecting the growth of students compared to the learning skill continuum and K-10 Literacy and Numeracy continuums.

A program must contain an easy to follow, yet explicit, sequence of planned, syllabus-based experiences designed to achieve stage appropriate learning skills and outcomes.

**Why have a program?**

The basis of teaching is the explicit teaching and learning students are involved in across all KLAs. Teaching and learning needs to be child centred, sequential, appropriate to the range of learning levels within the class, reflect appropriate stage outcomes and utilise a variety of strategies *(Standard 3 and 4)*.

Explicit teaching and learning can be integrated strategies and/or modified photocopies of units of work. Time Frames, e.g. Terms and Weeks should be included as well as variations to planned work and resources utilised.

**Rationale**

* The development and maintenance of a program is mandatory
* Programs are reviewed by supervisors each term
* The program maybe individual in style whilst meeting mandatory school and Departmental guidelines. It is a working document and should be available for casual teacher use - either short or long term absences
* The program forms the basis for daily teacher preparation
* Programs become property of the Department and can be requested at anytime
* A digital copy should be submitted each year, (or a paper copy).

**Review of programs**

* Your stage leader is responsible for reviewing your program in line with Executive Responsibilities and TARS, EARS and PARS. Discussions about your concerns begin with the executive not the principal.
* Programs are reviewed by supervisors each term via a negotiated timetable.
* Constructive feedback and/or requests/suggestions will be given (as required), via a feedback sheet and an informal conversation. Where programs are deemed unsatisfactory by the supervising executive– processes will be implemented.
* Be prepared to surrender your program for a week. Submit your program intact, as an original registered document. Copy what you think you will need for the week.

**Common Elements**

* ***Presentation*** *The program is a professional document required by Department in accordance with the Teaching Award and as such should be presented accordingly*. *Content areas and subjects are grouped into Key Learning Areas. Variations to routine and/or content areas need to be identified/highlighted/recorded.*
* ***Personal beliefs and expectations for teaching your current grade/class*** *A* ***brief*** *reflection of your own believes regarding how children learn (Standard 1), as reflected in your teaching style (Standard 2), organisation and management (Standard 1, 2 and 3).*
* ***Timetable****(s)* *A record of daily/weekly class/school activities (subject to change and adjusted accordingly). Please consider time allocation to K.L.A.’s and the need for basic skills subjects to be taught as early in the day as possible. This means all time tables: class teaching timetable, RFF/library, LAST/Reading Recovery/SLSO, Playground, hall, lab and across grade timetables such as assembly; CAP, Sport*
* ***Organisation*** *This area includes class, school and community organisational documentation :*
	+ - *Overview of / analysis of class needs/ class groupings (dynamics, behaviour/ risk),*
		- *Mandatory Data from Department – NAPLANS; Learning Continuum;*
		- *Individual Education plans( LAS, Aboriginal plans, Out of Home care plans)*
		- *Behaviour plans*
		- *Health Care Plans*
		- *Statement of how you use your SLSO and support staff,*
		- *Statement regarding any Special Programs run to cater for needs,*
		- *Yrs. 3-6 – seating plan (optional)*
* ***Curriculum Overview*** *include evidence from school policies, in summary form, of mandatory K.L.A. units and whole school programs, such as Child Protection, Life Education, Drug Education, etc.*
* ***Outcomes*** include ***Long term Outcomes*** *the year - Exit Outcomes*

***Term Outcomes***  *- ‘Bus stop’ markers*

*These should be concise and assessable. It is these outcomes which will guide planning and teaching throughout units and assessment of the student’s progress*.

* ***Explicit Teaching and Learning*** *to include in each of the current syllabus*:

. ***Content*** *Explicitly linked to syllabus outcomes*

*Examples of the learning experiences in which children will participate*

*Clear sequence is required*

*Time frames required*

***Evaluation*** *Registration of the effectiveness of the teaching learning program in terms of the stated program outcomes. Terminology is embedded in the appropriate syllabus*

*Variations to routine (interruptions to learning)*

*The basis of learning is the explicit teaching and learning students are involved in across all KLAs. Teaching and learning needs to be child centred, sequential, appropriate to the range of learning levels within the class, reflect appropriate stage outcomes and utilise a variety of strategies. (Standard 1, 2, 3 and 4)*

*Explicit teaching and learning can be integrated strategies and/or modified photocopies of units of work. Time frames, e.g. terms and weeks should be included as well as variations to planed work and resources utilised.*

* ***Perspectives*** *Across curriculum perspectives need to be addressed in all K.L.A.’s principally through integration. Across curriculum activities can be identified by colour coding*.

Perspectives include: Library Media Studies Aboriginal Education

Gender Equity Multicultural Education Special Programs

8 Ways of Learning National Curriculum icons

* ***Individual Needs*** *Details of individual programs provided by the class teacher or support staff should be included*

*included in this section or cross referenced to details under* **Organisation***.*

* ***Registration*** *Work completed needs to be registered to identify areas of the program completed.*
* ***Evaluation/ Assessment*** *Ongoing assessment of student achievement of outcomes must be carried out* ***and is not to*** *be included in the program. Teachers will also need to evaluate units of work – usually through anecdotal comments.*

*Consideration will also include teacher/student interest in the unit, resources available, level of difficulty, suitability, suitability of teaching and learning strategies utilised, achievement of outcomes and student progress.*

 Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Class: \_\_\_\_\_\_\_\_\_\_\_\_\_ Term 1 /Term 2/Term 3/Term 4

Stage Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHING AND LEARNING PROGRAM FEEDBACK**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | **Curriculum** **Overview:** | Outcome | Content | Registration |
| Presentation |  | **Organisation:** |  | English |  |  |  |
| Beliefs |  | *Overview of / analysis of class needs* |  | Mathematics |  |  |  |
| Timetable - class |  | *class groupings**dynamics, behaviour, risk* |  | Aust. History |  |  |  |
| Timetable – RFF |  | *Mandatory Data from Department* |  | Science |  |  |  |
| Timetable - LAS |  | *IEP- Learning, Aboriginal, OOHC* |  | Creative Arts |  |  |  |
| Timetable - RR |  | *Behaviour plans* |  | Health/PE/PD |  |  |  |
| Timetable – SLSO |  | *Health Care Plans* |  | Across Curriculum Issues |  |  |  |
| Timetable – Playground duty |  | *Statement of how you use your SLSO & support staff* |  | National Curriculum icons 8 Ways of Learning  |  |  |  |
|  |  |  |
| Timetable – grade based |  | *Statement regarding any Special Programs run to cater for needs* |  | Media Studies Library  |  |  |  |
|  |  |  |
| Timetable - sport |  | *Yrs. 3-6 – seating plan (optional)* |  | Gender Equity Multicultural Education |  |  |  |
|  |  |  |
| General Comment |

CODE: Tick = meet expectation/satisfactory for TARS Empty box = unsatisfactory NA = not applicable