PROGRAMMING POLICY

1. Rationale

St Pius X has an obligation to provide effective classroom practice and to meet all system, and registration and accreditation requirements. This programming policy recognises that effective teaching programs:

- incorporate a Catholic perspective across the curriculum
- cater for the diversity of student learning needs at a particular stage
- sequence learning experiences to provide the opportunity for students to achieve the
outcomes
- include learning experiences that will develop students' confidence, enthusiasm, enjoyment and independence in learning
- address relevant cross-curriculum content
- facilitate the continued development of students' skills, knowledge and understanding across the K-12 continuum
- encompass classroom organisation and management that allows for flexible approaches to meet the needs of all students
- recognise and value student diversity including social and cultural differences.

(adapted from Literacy K-6 Position Paper Sydney CEO 2000)

2. Aims

Teachers' programs must follow Board of Studies and system directions and incorporate the documented requirements. This Programming Policy aims to:

- clarify **accountability and legal** requirements
- support a consistent, effective **approach** to programming at St Pius X.

3. Implementation

3.1   The following information sets out levels of responsibility for those involved in the processes of developing quality teaching and meaningful learning experiences for all students.

The Principal, in collaboration with the Dean of Studies and the relevant Studies Coordinator is responsible for:

- ensuring that teaching programs incorporate a Catholic perspective across the curriculum
- developing school procedures in relation to this Policy
- ensuring that all teachers understand and implement the Policy and associated procedures
- monitoring the implementation of syllabuses and requirements for School Evaluation &
Development (SEVDEV)
- monitoring programs to ensure the quality of teaching
- providing feedback to staff on the quality of individual teaching programs and the link
between the program and classroom practice
- committing appropriate resources to support teaching programs

- maintaining and managing the storage of relevant current and past programming records and policies
- providing opportunities for teacher professional development to integrate ICT in teaching programs
- ensuring goals for student IEPs are included in teaching programs
- fostering and nurturing a culture of communication and professional dialogue
- ensuring that teaching programs are developed using a coordinated methodology

Studies coordinators are to ensure that for each subject that they are responsible for, teaching programs are produced that:
- incorporate Catholic perspectives
- adhere to Board of Studies and system directions relating to Programming
- promote the opportunity for continuity and coherence (as evidenced in Scope & Sequence documents)
- provide varied and meaningful learning experiences for students
- set high, realistic expectations that reflect syllabus standards
- are appropriate and manageable in relation to the outcomes being addressed
- provide the opportunity to monitor, evaluate and inform the teaching and learning process
- cater for individual differences.

It is recommended that teaching programs are underpinned by the three dimensions of the Quality Teaching Framework, *Intellectual Quality, Quality Learning Environment, and Significance,* and the following questions:
What do you want the students to learn?
Why does that learning matter?
What are you going to get the students to do or to produce?
How well do you expect them to do it?

A Teacher is responsible for:
- incorporating a Catholic perspective across the curriculum
- ensuring that teaching programs meet the requirements of this Policy and Board of Studies
- developing programs which are derived from and directly related to the syllabus standards, syllabus outcomes, stage
- developing and implementing a teaching program that is reflective of the learning continuum
- acting on feedback to modify the teaching program to enhance the link between the program and classroom practice
- submitting completed teaching program/register and evaluation documents to the Studies Coordinator when requested
- submitting required documentation listed as legal requirements to the Studies Coordinator when requested
- providing quality learning experiences that assist students in achieving syllabus outcomes and are responsive to their individual needs
- differentiating the teaching program to meet the needs of students
- placing a copy of IEP/s (where applicable) into programs and embedding goals set during IEPs into relevant KLAs
- using assessment data, including Statewide test results, to inform teaching & learning
- evaluating teaching programs and assessment strategies regularly to improve teaching and learning and make connections with students' successes.
- integrating ICT in teaching programs
- engaging in PD opportunities to enhance teaching programs
- engaging in professional learning and collegial discussion in the development of programs
- developing teaching programs using a coordinated methodology.

3.2   Legal Requirements for Programming

To meet legal requirements for programming in terms of accountability to the system and Board of Studies, St Pius X will have:

• an Assessment Policy
• a Reporting Policy
• Scope and Sequence Charts
• a Mapping Grid for each subject/year group
• a Register for each unit of work

The **Register** is signed by the teacher/s and Studies Coordinator and is to be submitted at the end of each term.

The **Scope and Sequence Chart and Register** must be retained at the school for a period of seven (7) years after a student has completed school or until a given student is 24 years of age.

Superseded Policies (including faculty programs from previous years) must be retained at the school for a period of seven (7) years after a student has completed school or until a given student is 24 years of age.

3.3   Studies Coordinators are to ensure that each program contains the information outlined in Sup[port Document 1.

3.4   Programming Life Skills (LS)

*3.4.1   The essential features for **programming** for a student following a Life Skills course of study in his/her class are:*

   • The scope and sequence of the individual student's LS program should remain the same as the scope and sequence of the whole class program. In the case of a discrete LS class, individual student programming could be matched to a regular 'buddy' class.
   • Teachers should refer to the relevant LS section contained within the regular subject syllabus to match outcomes and learn to/learn about with the regular syllabus wherever possible.
   • LS students follow individual outcomes rather than whole class outcomes, most often identified through the IEP process and/or through consultation with the Learning Support Coordinator.

*3.4.2   In regards to **assessment** of LS student achievement, the following is relevant:*

   • The student should not sit across the form tests (although an LS student could sit a
   specifically designed test at the same time)
   • The student should not complete assessment tasks constructed for the regular course of study unless the task has been sufficiently adjusted using recognised means e.g. tiering
   • The student is assessed against LS outcomes, not regular course of study outcomes
   • The LS student should not be included in any class or form ranking process (although the LS student's work habits, commitment to learning and approach to school life could be commented on in the same way as regular students, with disability accommodations taken into account)
   • Assessment is based on the actual competencies demonstrated by the student as targeted through the individually determined learning outcomes
   • Competencies should be presented in profile format and described as being … achieved independently, achieved with assistance or working towards. At present, this requires the production of an individual report outside the CSO reporting program.

4. Budget

Studies Coordinators can request access part of the school PD budget for release time to enable Schools may use funds allocated under their PD Plan for professional development and/or resources to support their programming needs.

5. Evaluation

Programming is an ongoing process and this policy will be reviewed when required to meet changes in legislation or system expectations.

Programming Policy
Support Document 1

Studies Coordinators are to ensure that each program contains the following:

1. Rationale
A series of statements based on the syllabus rationale that justifies why the program has been written and why it exists in that form for the local community. It should reflect the circumstances encountered here at St Pius X.

2. A Scope and Sequence Chart – clearly indicating
- □ name of the school
- □ calendar year
- □ year/class group
- □ teacher/s
- □ the outcomes linked to each Unit of Work
- □ the duration of each unit of work
- □ the sequence of mandatory content where applicable
- □ planned assessment

3. A Mapping Grid
- □ Showing the distribution of outcomes from the syllabus linked to the Units of Work across the stage

4. An Integrated Programming Document incorporating for each unit:
- □ Unit Title
- □ Duration
- □ Contextual outline
- □ Catholic perspectives
- □ Outcomes
- □ Cross-curriculum content
- □ Skills/Knowledge/Understandings (Learn to & Learn about)
- □ Teaching & learning activities and experiences
- □ Evidence of learning
- □ Assessment
- □ Resources

(Note that teachers may be required to include other areas depending on their syllabus document)

5. A Register for each unit incorporating:
- □ Subject name
- □ Teacher/s name
- □ Class
- □ Year
- □ Unit title
- □ Duration
- □ Date started
- □ Date completed
- □ Outcomes covered from Scope & Sequence
- □ Adjustments for students with learning support needs
- □ Teacher reflection/evaluation of the teaching and learning and assessment
- □ Evaluation of the teaching and learning and assessment
- □ Variations to program
- □ Additional resources
- □ Teacher signature & date
- □ Coordinator signature & date

GLOSSARY

ASSESSMENT

Is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment involves reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment is integral to teaching and learning. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate in an authentic manner, what they know and understand as well as what they can do.

ASSESSMENT FOR

Is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understandings and skills.

ASSESSMENT OF

Is a process usually based on summative assessment information resulting in a summation of the learning process and is used to inform achievement against a predetermined standard.

CATHOLIC PERSPECTIVE

A teaching program is informed by and will enhance and promote the principles and values of the Gospel of Jesus Christ as experienced, lived, understood and taught within the Catholic community.

CONTENT OUTLINE

The Content Outline provides the framework for the Unit of Work and is reflective of the sequence of learning. It outlines the teaching and learning of knowledge and skills to take place, "*what do I want the students to learn?"* and summarises the tasks, activities and/or learning opportunities provided*, "how will I teach this?"*

CONTEXTUAL OUTLINE

The Contextual Outline is the framework devised to assist students to make meaning of the Unit of Work. It is a series of statements that outline the purpose of the Unit of Work, its importance within the program and its connection to the syllabus. It should also explain the relevance of the Unit of Work to students on a local, national and/or global level. It encourages students to recognise and use their current understanding to further develop and apply more specialised understanding and knowledge that will be addressed in the Unit of Work.

COORDINATED METHODOLOGY

A collaborative approach: class, stage, subject, KLA or whole staff planning. For example, a school Scope and Sequence may be developed by whole staff.

CRITERIA FOR SUCCESS

This refers to the characteristics of good performance on a particular task, *'What does it mean to do well on this task?'* This clear criteria is made known to the student and identifies what they need to do to demonstrate evidence of learning. Criteria for Success is used to inform judgements about student achievement and provides the basis for student and parent feedback. Criteria for Success is linked to syllabus expectations and standards.

CURRICULUM DIFFERENTIATION / ADJUSTMENTS

Is a broad term referring to the need to adjust the teaching environment and practices to create appropriately different learning experiences for students. It outlines how the content, learning experiences, teaching and assessment strategies have been changed to meet the needs of students who may not have achieved some or all of the outcomes from a previous stage or have progressed beyond some of the outcomes of a stage. This can include an Individual Education Program (IEP) or strategies for students who are gifted and/or talented and students with learning support needs.

DURATION

Length of time spent on a Unit of Work as well as indicating the appropriate class, term and year.

EVALUATION

A reflective process of making reasoned judgements about the effectiveness of each Unit of Work in addressing the extent to which:

• learning outcomes have been achieved by students

• programming adequately provides teaching and learning experiences

• programming has been adjusted to adequately provide for the variety of student needs.

EVIDENCE OF LEARNING
Teachers are required to make judgements of student achievement in relation to syllabus expectations and standards supported by evidence of learning. Designing effective learning experiences requires the selection of activities that will allow evidence of learning to be gathered. Methods of gathering evidence could include teacher observation, questioning, peer evaluation and self evaluation, as well as more formalised assessment activities.

KEY CONCEPTS
Key Concepts are derived from the Foundation Statements and reflect the main content (knowledge and skills) of the Unit of Work.

MAPPING GRID
Shows the distribution of outcomes from the syllabus linked to the Units of Work across the stages. This is kept as a legal requirement.

OUTCOMES
Specific statements of what students know and can do; found in syllabus documents.

PEDAGOGY
As the art and science of teaching, pedagogy is evident both in the activity that takes place in classrooms or other educational settings and in the nature or quality of the tasks set by teachers to guide and develop student learning.

Pedagogy focuses attention on the processes through which knowledge is constructed, produced and critiqued. Crucially, the term pedagogy recognises that *how one teaches is inseparable from what one teaches, from what and how one assesses and how one learns.* (*Quality Teaching 2003)*

PLANNED ASSESSMENT
The specific tasks linked to the outcomes and key concepts that enables the teacher to make informed judgements about student achievements and provides the basis for student and parent feedback (Assessment of learning). It also informs decisions about future student learning (Assessment for learning)

SCOPE AND SEQUENCE
Is the order in which outcomes and content are to be taught. A Scope & Sequence indicates the breadth of a topic and learning across a continuum. It could be organised by term, semester, year or stages. This is kept as a legal requirement.

SEQUENCE OF LEARNING
Is the sequential order of knowledge and skills outcomes and content to be taught and is included in the Content Outline.

UNIT OF WORK
Is a structured sequence of learning based on the outcomes and content of the syllabus with a particular focus.

YEARLY PROGRAM OVERVIEW
Contains Register of Outcomes and Scope and Sequence and Key Concepts for each KLA for each school year. This is kept as a legal requirement.