



KINCUMBER HIGH SCHOOL PROGRAMMING POLICY

(Reviewed April 2011)

It is recognized that the structure and format of faculty teaching/learning programs may vary across stages. The head teacher and teachers will determine the actual format according to the stage. It is important however that there be a **consistent format** and structure within each stage. This is to allow for consistency of implementation by teachers. All programs should have a **clear title page**.

All programs irrespective of the actual format need to have the following components that are presented in a manner that allows easy reference for teachers. It should be noted that these are the **basic components of learning and teaching programs**.

- Outcomes: Ideally outcomes should be presented in a scope and sequence format, although this is not necessary provided **specific outcomes are clearly linked with content**. (See next point).
- **Integration of skills, values, practical components and fieldwork with content** especially in Stages 4 and 5. The integration of content, outcomes, skills and values could be presented in a program design using the headings, "Learn to ..." and "Learn about"
- A clear **sequence and timeframe** of topics and units of work.
- Evidence of **differentiation** to support learning across the range of student ability and prior experience.
- **Resources** for each topic taught should indicate the location and availability of the resource, for example if it is held in the faculty or available from the library, BOS or internet.
- **Suggested teaching strategies** should be written on the assumption the program is being used by an inexperienced teacher. Strategies should be continually revised and updated in line with the Quality Teaching framework following evaluation of the degree of learner engagement resulting from the approach. The explicit teaching of **literacy, numeracy and ICT** should be incorporated with teaching strategies unless covered elsewhere.
- Although senior students are issued with a school assessment plan, **assessment tasks, guidelines for feedback and plans** should be incorporated in all programs.
- Where appropriate, **examination requirements** should be clearly stated in the program to ensure there is no doubt that students are appropriately prepared for the examination.
- **Provision for registration**. Faculties may wish to use separate sheets or a register for registration.
- Details of the process of **evaluation** of the program.

For a copy of the Department of Education and Training Curriculum planning policy
https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml