

**Doonside PS
Programming
Policy and
Programming
Expectations
2016**

Doonside Public School
Programming Policy
2016

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Programming Outcomes

The Outcomes that will be achieved through the implementation of this policy are:

- To ensure all staff members are adhering to the core minimum expectations required when developing a quality teaching and learning program that is specific to their class.
- To ensure all teaching and learning programs reflect the mandatory requirements that are outlined in specific Key Learning Area Syllabus as prescribed by the Board of Studies.
- To allow teachers to develop programs that include all necessary documentation, administration and curriculum requirements, adequate lesson preparation, explicit teaching strategies and assessment and reporting techniques.
- To allow teachers the professional capacity to interpret their programming style to suit their own personal teaching and learning style. All teachers, however, must include the essential elements of programming as outlined in the policy.

Programming Procedures

At Doonside Public School, teaching and learning programs will reflect essential elements required by the NSW Department of Education and Training, the Board of Studies and expectations of all members of our school community.

Teaching and learning programs will include general school/departmental based information, curriculum organisation, support teacher information, outcomes driven lesson organisation, assessment details and other information as determined by individual teachers and teams. As much as possible, provisions will be available to enable teachers to maintain a level of consistency across the school.

Programs will be worked through the school supportive accountability framework which has been devised in consultation with the Institute of Teachers.

Doonside Public School
Supportive Accountability Framework
2016

NSW Department of Education and Training requires that all teachers demonstrate continuing efficiency in their teaching practice. Following, is a table setting out essential accountability elements for teaching staff to meet, according to the criteria set down in Clause 6 of the *Crown Employees (Teacher in Schools and TAFE and Related Employees) Salaries and Conditions Awards 2001 (Teacher Assessment Review Schedule)*. The premise of this supportive framework is to ensure all teachers have the opportunity to professionally reflect and professionally develop, resulting in quality educational outcomes for students, through high standards of teaching, administration and management practice. Effective regular feedback (oral and written) forms a major part of this process.

Term	Requirements
1	<ul style="list-style-type: none"> ○ Meeting with Team Leader to identify/discuss goals/NSW Institute of Teachers Accreditation ○ Classroom observation (and professional feedback) by team leader ○ Program, assessment data, product supervision to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional) ○ Induction Program
2	<ul style="list-style-type: none"> ○ Meeting with Team Leader to discuss progress of goal ○ Classroom observation (and professional feedback) by Team Leader ○ Program, assessment data, work samples to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional)
3	<ul style="list-style-type: none"> ○ Meeting with Team Leader to discuss goals/issues ○ Classroom observation (and professional feedback) by team leader ○ Program, assessment data, product supervision to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional) ○ Meet with Principal/Deputy Principal to discuss progress of goals
4	<ul style="list-style-type: none"> ○ Meeting with Team Leader to reflect on goals achieved ○ Program, assessment data, product supervision to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional) ○ Professional appraisal according to TARS criteria ○ Interview with supervisor to discuss success and future goals (TARS)

Doonside Public School
Supportive Accountability Framework
2016

Teacher: _____ Year: _____
 Grade: _____ Class: _____ Specialist Program: _____

Program / Assessment Data Review

Term	Meets Requirements	Revisit / Comment
1		
2		
3		
4		

Classroom Observation

Term	Meets Requirements	Revisit / Comment
1		
2		
3		

Reciprocal Visits

Term	Date/Who/What/Comment
1	
2	
3	
4	

Product Supervision

Term	Comment (Date/What)
1	
2	
3	
4	

Meetings with Team Leader

Term	Comment (Date/What)
1	
2	
3	
4	

Professional Learning Undertaken This Year (Dates/Course)

Whole School Participation ~ Extra Curricular Roles and Responsibilities undertaken at School

Doonside Public School
Programming Expectations of Mainstream Classes
2016

Your teaching and learning program should reflect a wide range of organisational and instructional strategies which are appropriate to:

- Student Learning Styles
- Educational Needs
- Key Learning Area
- School Context
- Specific Curriculum Outcomes

Teaching and learning programs can be developed individually or collaboratively. If T/L programs are developed collaboratively, individual student and class needs must be reflected in pace, level of content and expectations of class program.

The T/L program will have 2 parts ~
Organisational / Administrative section
Teaching and Learning section

Organisational / Administrative Section

- Title Page: *Class, Year, Teachers Name*
- School Vision and Values
- Personal Educational Philosophy
- Quality Teaching and Learning Coding Scale Overview
- Class timetable including: *RFF, Technology, Library, Sport, Assembly, Scripture, etc*
- Personnel Timetables: *ESL, LaST, including list of target students as outlined by LaST*
- Aides/Tutor Timetables: *AEO, AEW or Teacher Aides Special (including list of target students)*
- Classroom Management Strategy: *Class rules, Reward Structures, Positive Behaviour Management Program, Individual Behaviour plans for identified students*
- Registration / Evaluation / Anecdotal References: A statement to indicate how teacher will acknowledge within program how it will acknowledge completed work and incidental changes.
- Situational Analysis: *Class profile including special needs of students and medication requirements, Seating Plan, Social and Learning needs of the class, Cultural Information, data from previous year (T1)*
- Stage Assessment Timetable: To be decided by stage team
- Homework Statement: *Organisation and homework incentive system*

Teaching and Learning Section

English

- Weekly overviews will be required **by all newly appointed teachers or as negotiated with team leaders.**

Reading

- Outcomes / Indicators per Guided Reading Group and Shared / Modelled Reading
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups.
- Quality teaching and learning strategies being used as outlined in Coding Scale Overview
- Reading Group Organisation
- Reading Group Profiles
- Assessments
- Evaluation / Registration / Anecdotal Amendments

Writing

- Organisation
- Outcomes and Indicators for specified text types
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups.
- Quality teaching and learning strategies being used as outlined in Coding School Overview
- Handwriting Program
- Spelling Program
- Grammar Program: This should be taught in the context having integrated activities in the text type, reading and talking and listening programs.
- Assessments
- Evaluation / Registration / Anecdotal Amendments

Speaking and Listening

- Organisation
- Outcomes and Indicators
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups.
- Quality teaching and learning strategies being used as outlined in Coding School Overview
- Assessments
- Evaluation / Registration / Anecdotal Amendments

Mathematics

- Organisation
- Outcomes and Indicators for strands that are being taught in the term as per K-6 scope and sequence
- Outlined indication that the weekly program is being developed for the individual needs of the class
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups
- Quality teaching and learning strategies being used as outlined in Coding School Overview
- CMIT organisation and targets (see Mathematics Block Format)
- Assessments
- Evaluation / Registration / Anecdotal Amendments

Human Society and Its Environment / Science and Technology

- Organisation
- Outcomes and Indicators for strands that are being taught in the term as per K-6 scope and sequence
- Outlined indication that the unit overview being developed for the individual needs of the class
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups
- Quality teaching and learning strategies being used as outlined in Coding School Overview
- Group Organisation & targets if applicable
- Assessments
- Evaluation / Registration / Anecdotal Amendments

Information, Communication, Technology

- Organisation
- Outcomes and Indicators for strands that are being taught in the term as per K-6 scope and sequence
- Outlined indication that the unit overview being developed for the individual needs of the class
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups
- Quality teaching and learning strategies being used as outlined in Coding School Overview
- Group Organisation & targets if applicable
- Assessments
- Evaluation / Registration / Anecdotal Amendments

Creative & Practical Arts

- Organisation
- Outcomes and Indicators for strands that are being taught in the term as per K-6 scope and sequence
- Outlined indication that the unit overview being developed for the individual needs of the class
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups
- Quality teaching and learning strategies being used as outlined in Coding School Overview
- Group Organisation & targets if applicable
- Assessments
- Evaluation / Registration / Anecdotal Amendments

PD/H/PE

- Organisation
- Outcomes and Indicators for strands that are being taught in the term as per K-6 scope and sequence
- Outlined indication that the unit overview being developed for the individual needs of the class
- Teaching and Learning tasks as appropriate to individual class. If participating in cooperative or collaborative programming, indication will be made as to how the weekly program has been modified to meet the needs of individual class groups
- Quality teaching and learning strategies being used as outlined in Coding School Overview
- Group Organisation & targets if applicable
- Assessments
- Evaluation / Registration / Anecdotal Amendments