



## Purpose

This Programming K-12 Policy aims to support diocesan schools in implementing BOSTES curriculum and programming requirements within a Catholic school context.

## Policy Statement

The 2016 revision of the Programming Policy K-12 reflects changes to BOSTES syllabuses and advice incorporating the Australian Curriculum, registration and accreditation requirements, commonwealth and state government requirements, and the Australian P

# Definitions

This P

## PRINCIPALS

**Principals, in collaboration with delegated school personnel (assistant principal, coordinators), are responsible for:**

- ensuring that teaching programs incorporate Catholic Principles
- ensuring that teachers understand and implement this Policy and associated school procedures as appropriate
- providing feedback to relevant staff regarding teaching programs in meeting these requirements
- maintaining and managing processes for archiving and storage of required programming records and policies
- committing appropriate resources to support teaching programs and learning opportunities
- ensuring that teachers are using all available evidence to inform teaching programs and learning opportunities including from assessment data: religious literacy assessments, NAPLAN, HSC Best Start data etc.

## TEACHERS

**Teachers are responsible for:**

- meeting the Australian Professional Standards for Teachers including BOSTES requirements
- incorporating Catholic Principles in teaching programs
- developing teaching programs which are derived from and directly rP
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**3.6 A Register** \* for each unit incorporating:

- Subject name
- Teacher/s name
- Class
- Year
- Unit title
- Duration
- Date started
- Date completed
- Outcomes covered from Scope and Sequence
- Variations to program
- Adjustments for students with special





curriculum also supports and enhances the Catholic identity of the school and assists in formation of students with an appropriate Catholic worldview, character and behaviour.

For more subject specific information and examples of Catholic Principles linked to various KLAs refer to <http://principles.cecsw.catholic.edu.au/>

### **Class Profile**

The Class Profile relates to the current class. This includes identifying those students with special education needs by providing their full names and the specific needs and strategies in relation to their learning, and includes a copy of Personal Plans where appropriate.

### **Curriculum 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. <http://syllabus.bos.nsw.edu.au/support-materials/differentiated-programming/>

### **Duration**

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

### **Evaluation**

Teachers evaluate the extent to which the planning of the unit has remained focused on the syllabus outcomes. After the unit has been implemented, there should be opportunity for both teachers and students to reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning.

### **Integrated Teaching, Learning and Assessment Activities**

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. Effective learning and assessment activities:

- build on prior learning
- are sequenced appropriately to provide opportunities for students to develop

## 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 and produced. Pedagogy is a critical and reflective practice. Pedagogy recognises that how and why we teach is as important as what we teach.

