

EARLY CHILDHOOD TO YEAR 12

CURRICULUM | ASSESSMENT | REPORTING | CERTIFICATION

POLICY SUMMARY

The Department of Education is committed to improving outcomes for every child in the Northern Territory by optimising curriculum provision, using best practice assessment principles and ensuring integrity in all reporting and certification obligations.

The Curriculum, assessment, reporting and certification policy: early childhood to year 12 provides guidance to ensure educators and department staff understand mandatory requirements and their roles and responsibilities.

In delivering quality teaching and learning, educators must have an awareness and understanding of, and responsiveness to the diverse circumstances, cultural differences and special learning needs of learners.

Educators must provide differentiated, age appropriate, challenging and supportive educational experiences when designing and delivering contextualised curriculum and assessing progress to optimise learners' engagement, learning, growth, achievement and continuity of learning.

3a: Abecedarian Approach Australia
ABLES: Abilities Based Learning and Education Support
EAL/D: English as an additional language or dialect
EAP: Educational Adjustment Plan
EYLF: Early Years Learning Framework
FaFT: Families as First Teachers
FELA NT: Foundational of Early Literacy Assessment NT
ILC: Indigenous Languages and Culture
NTBOS: NT Board of Studies
NTCET: NT Certificate of Education and Training
PAT: Progressive Achievement Tests
RTO: Registered training organisation
SACE: South Australian Certificate of Education
VET: Vocational education and training

EARLY CHILDHOOD

CURRICULUM

All regulated early childhood education and care programs and FaFT programs use the EYLF. Preschools can use the NT Preschool Curriculum to guide teaching practices.

Educators delivering FaFT programs including Stay Play Learn are required to use 3a evidence-based teaching strategies to guide and inform their program.

ASSESSMENT

Assessment practices are informed by the principles, practices and outcomes of the EYLF with the NT Preschool Curriculum providing added guidance. Regulated programs must document assessments of each child's developmental needs, interests, experiences, participation and progress against the outcomes of the educational program.

REPORTING

Educators of regulated programs, including preschools must display information about the program in a place that is accessible to parents, make available a copy of the educational program upon request by an authorised officer of the department, document and display participation and learning journeys providing them to parents upon request.

Educators in department led FaFT and preschool programs are required to complete an early childhood transitioning statement for each child at the completion of the learning year to transfer knowledge about each child.

TRANSITION TO YEAR 10

CURRICULUM

Transition teachers will use the EYLF in conjunction with the Australian Curriculum and will use a range and balance of effective, age appropriate educational experiences to cater for learners. Educators working in primary and secondary education settings must use all 3 dimensions of the Australian Curriculum; the learning areas, general capabilities and the cross-curriculum priorities, for planning and teaching. Learners must be given the opportunity to engage with and achieve in all 8 learning areas of the Australian Curriculum at relevant year levels.

School leaders must provide adequate curriculum instruction time to meet the twice-yearly reporting requirements for each learning area of the Australian Curriculum.

Educators must document their selection and sequencing of learning experiences and assessment tasks in a Learning and Assessment Plan. These records must reflect the requirements of the curriculum and the diversity of learners' learning needs in their classes.

The ABLES assessment tool is used to assess the abilities of learners with complex needs and provides explicit guidance material and resources to support teaching and learning.

Social and emotional learning and respectful relationships is part of the curriculum through the stages of schooling from T-12.

ASSESSMENT

Educators must assess and report on learners' progress and achievement using a range and balance of evidence collected against the Australian Curriculum achievement standards and where appropriate the EAL/D learning progressions and the ILC curriculum. Educators must use collaborative practices through the Quality Assurance Cycle to ensure integrity and validity of judgements about learners' achievement. Educators will administer prescribed national assessment within the National Assessment Program, annual PAT testing which occurs in years 1 to 10 and FELA NT testing in transition.

REPORTING

Easy to understand written progress/achievement reports are provided twice yearly to parents of learners in year 1 to year 10 reported as A, B, C, D or E, and using the ACARA EAL/D phases for EAL/D learners. Schools delivering the ILC program using the ILC curriculum must report to parents using A-E grades.

There are no requirements for schools to assign A-E grades for transition learners or learners on an EAP.

YEARS 11 AND 12

CURRICULUM

Commencing in year 10, learners transition to the NTCET to study SACE subjects or acquire work ready skills and knowledge through VET. Sufficient teaching and learning time must be allocated in all subjects so that learners can successfully meet the requirements of the NTCET. Educators must document their selection and sequencing of learning experiences and assessment tasks in a Learning and Assessment Plan for each subject offered.

Educators must design and teach modified subjects that cater for the learning needs of individual learners with significant impairment in intellectual functioning and/or adaptive behaviours associated with their disability.

Social and emotional learning and respectful relationships are part of the curriculum through the stages of schooling from T-12.

ASSESSMENT

Educators must assess learners' progress using the requirements of the subject specific SACE Subject Outline that includes a rigorous Quality Assurance Cycle. The department moderates some Stage 1 subjects and reviews modified Stage 1 and Stage 2 subjects. The SACE Board moderates Stage 2 subjects.

REPORTING

Educators must provide a written progress/achievement report at least twice yearly to learners and their parents using:

- a balanced range of evidence
- the subject specific performance standards
- year level, subject or VET specific requirements.

Additionally, schools are required to report to parents of EAL/D learners twice a year using ACARA EAL/D phases.

CERTIFICATION

The NTCET is achieved through a pattern of study that:

- is undertaken in 2 stages
- includes a combination of compulsory or elective Stage 1 and Stage 2 subjects or elective VET competencies
- may include recognised informal learning
- adds up to 200 credits
- is awarded by the NTBOS.

RTOs provide VET completion certificates.