

# Programming



**KATIE WATERS**

# What is a program?



- A program is the planning and rationale for the content and pedagogy you are teaching
- There is no “ONE WAY” to present a program
- Programs vary from one teacher to another

<http://www.pearson.com.au/wpsbridge/myeducationlab/default.html> chapter 7

# What does a program look like?



- There are many ways to plan and set out a teaching program.
- Some schools will have a policy that will identify particular requirements for programming. (see policy)
- If this applies, your program should conform to the programming policy set by the school.
- Otherwise: you get to choose how you want to organize it to suit you.
- Organise the document in a systematic way.
- Follow the structures of the syllabus documents when deciding on the way to set out the planning for each of the KLAs.
- There are certain elements, however, that are fundamental to all effective programs.

# Major Components of a Program



There are two major sections of a program:

- **FIRST SECTION:**

- ✦ contains relevant contextual / administration information,

- **SECOND SECTION:**

- ✦ outlines what will be taught in each of the KLAs.

- **COMPOSITE CLASSES:**

- If your class has **more than one stage** or is a **composite class** the program must clearly indicate the outcomes appropriate to the identified levels in the needs assessment.

- **INDIVIDUAL LEARNING NEEDS:**

- Students with learning needs may require their own program depending on the severity of their needs. The learners' levels must be clearly linked to the identified learning outcomes to the stage most appropriate.

# Who am I programming for?



Program for the:

- ◆ Stage(s)
  - ◆ Class
  - ◆ Groups
- ◆ Individuals

# OK, So let's design a program!



First you will need to include:

- A Title Page
- Contents Page
- Teaching philosophy
- Situational analysis
- Class Profile of Special Needs
  - Timetables
  - Duties
  - Class Rolls

# OK, So let's design a program!



## FIRST SECTION

### A title page

- ❖ Include your name, the school, the class and the supervising teacher
- ❖ the period of time for which the program has been prepared.

### A contents page

- ❖ Include the contents of your program in sections

### A personal teaching philosophy

- ❖ You should have completed this during your studies

### Situational analysis

- ❖ A brief description of the school, your class

### Class Profile of Special Needs

- ❖ A brief description of any special needs (e.g. learning, social, language spoken at home)

# What is a Situational Analysis?



**A situational Analysis is an overview outlining the nature of the school in which you work. It is an analysis of your school's situation.**

## Considerations

- Nature of the school population (numbers, background, student interests, experiences etc.)
- Available staff expertise (numbers, background, technologies – specific experiences and attitudes, design – related experiences and attitudes etc.)
- Timetabling structures (class groupings, numbers of concurrent groups etc.)
- Available teaching facilities (rooms, equipment, relationship to technologies – specific content etc.)
- Computer access (in technology classrooms, timetabled access etc.)
- e.g. how managed
- School reporting (timelines and formats for reporting e.g. outcomes, course components etc.)
- Other – Look at the following student examples

**Example 1**

**Example 2**

**Example 3**

# How should my timetable look?



## FIRST SECTION

### Your Individual Classroom Timetable

- Most of the time you will be given a whole school timetable and from that you will need to create your own individual timetable.
- Some schools will give you a completed timetable and no changes can be made to this.
- Some schools will give you guidelines and instructions as to core requirements and you can fill in the rest.
  - Show examples of [timetables](#)

# Class rolls



## FIRST SECTION

### Class Rolls

- Class Rolls are now commonly found “ONLINE”.
- Gone are the days when you carefully hand printed your class roll each week for checking.
- It is VITAL to keep your rolls up to date. They are a LEGAL document and can and will be used in court if required.
- Pay particular attention to take a roll with you at all times when leaving the school grounds ensuring to mark off students before leaving and arriving at each venue.
- You should always have hard copies in the front of your program to take on excursions, have ready for casuals, for easy access when assessing etc

# Planning & Layout



## Let's look at the BIG PICTURE!

Year	Yearly Overview Scope and Sequence for each KLA <small>** Usually placed at the front of the Program</small>
Term	Term Overview for each KLA (taken from S & S) Overview for Integrated Units <small>** Usually placed at the front of each Term</small>
Week	Week Overview Lesson Plans designed to carry over 5 weeks – 10 weeks
Day	Daily Plans Specific instructions in Day Book completed daily

# How would this look exactly?



## Name

-  1. Stage 2 Mathematics Statement
-  2. Outcomes Stage 1-3
-  3. Outcomes Stage 2
-  4. Yearly Overview
-  4a. Lesson Breakdown
-  4b. 09 Maths Program
-  5. Terms 1-4 Overviews
-  6. T1. Maths Overview
-  7. T2. Maths Overview
-  8. T3. Maths Overview
-  9. T4. Maths Overview

# OK, So let's design a program!



## SECOND SECTION

Scope and Sequence (1 Per KLA) = example Maths

- Yearly Overview
- Term Overview
- Weekly Overview
- (Day Book – Daily overview)

See Maths Scope and Sequence & Overviews

See English Program

# OK, So let's design a program!



## SECOND SECTION

- (Day Book – Daily overview)
- Your day book can refer to your program and units within the program
  - Open on desk
    - Enough detail so someone else could teach it
  - Tends to be a separate 'book', can be handwritten

# What else should I consider?



- Curricular / Extra- curricular
- Outcomes covered
- Outcomes assessed
- Assessment rubrics
- Annotations
- Unit plans that address requirements for KLA coverage
- Policies and schedules that address school and state requirements

# Assessment!



## SECOND SECTION

### Assessment Records

See Hard Copies of Assessment Records

See Assessment Rubrics

See examples of reports

# The Program as a Record



- One of the functions of a program is to provide a record (or register) of what has been taught.
- A generally acceptable way to do this is to tick and date the various parts of the program as each section is implemented and completed with the class.
- Any variations to the program (and there are many reasons why this might happen) should be noted with appropriate details to explain the variation.
- Some teachers allow space in their programs to record comments on evaluation and variations.

# Program Evaluation



**Four** key questions can be asked when you subsequently reflect and evaluate the implementation of your program:

- To what extent does the program reflect the expectations of the mandatory syllabus and policy documents for NSW schools?
- How effective is the program as a plan for implementing the curriculum with my class?
- How well does the program communicate its intent to others?
- Can it be used as a working document?