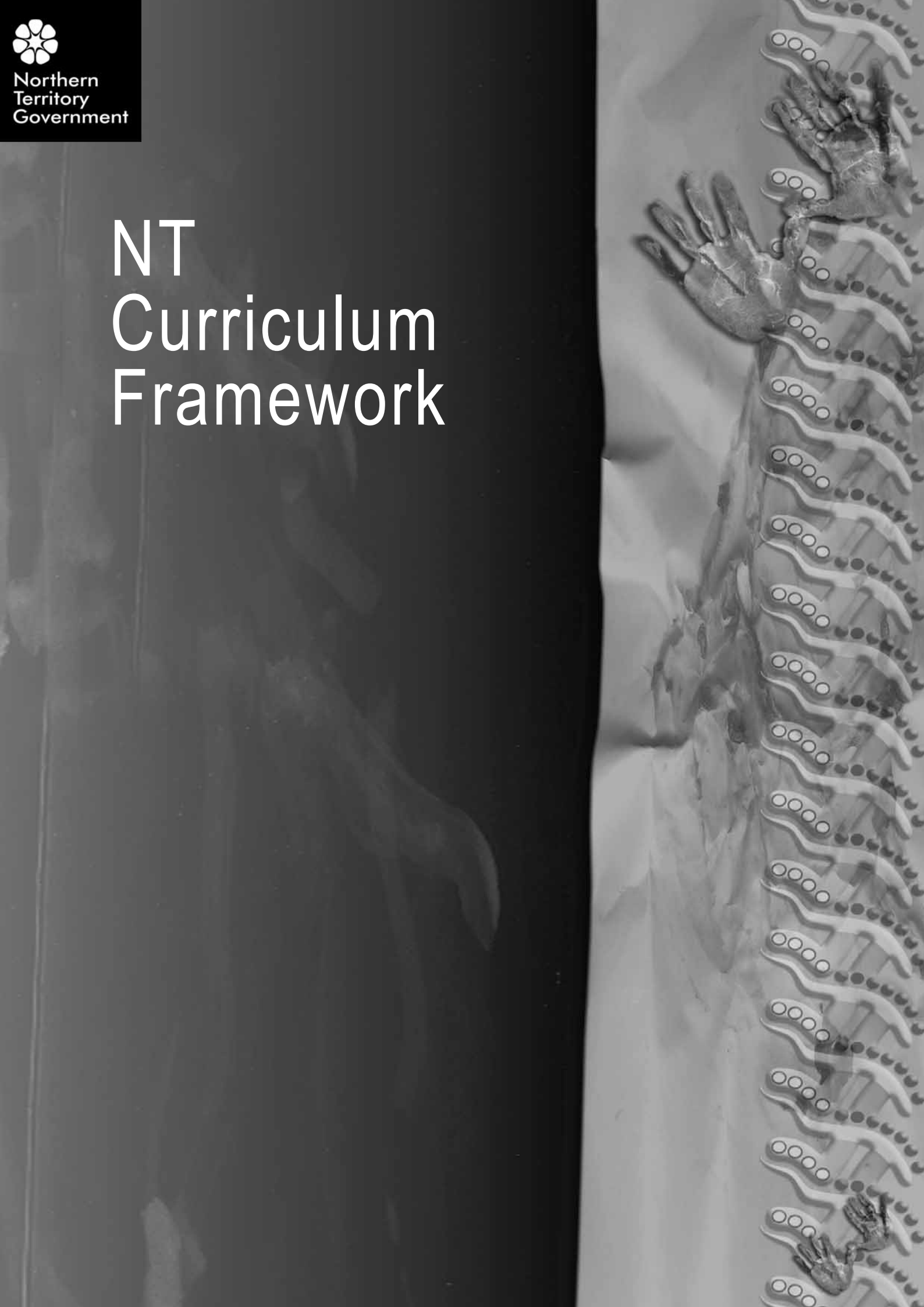
Northern Territory Government

NT Curriculum Framework



ISBN 0 7245 3465 2

For further information please contact

Northern Territory Department of Education and Training
GPO Box 4821
Darwin NT 0801

Telephone	(08) 8999 5511
Internet	www.det.nt.gov.au
Intranet	staff.det.nt.gov.au

Published by Department of Education and Training
Printed by the Government Printer of the Northern Territory

NT Curriculum Framework.
“Education and Training” - Foreword. -- “Northern Territory Board of Studies” - Foreword.
ISBN 0724534652
1. Education -- Northern Territory - Curricula. I. Northern Territory. Dept. of Education and Training. II. Northern Territory. Board of Studies. III. Title: Northern Territory curriculum framework
375.0099429 \2 21

Contents

Overview

Introduction

The Northern Territory Curriculum Framework Overview contains:

- purpose of curriculum
- changes to the 2002 Northern Territory Curriculum Framework
- principles of the Northern Territory Curriculum Framework
- structure and content of the Northern Territory Curriculum Framework
- accountabilities in relation to curriculum, pedagogy, assessment and reporting
- inclusive curriculum and learner diversity
- improving learning using the Northern Territory Curriculum Framework.

Purpose of Curriculum

Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens. Curriculum drives teaching and learning and is the core business of schools.

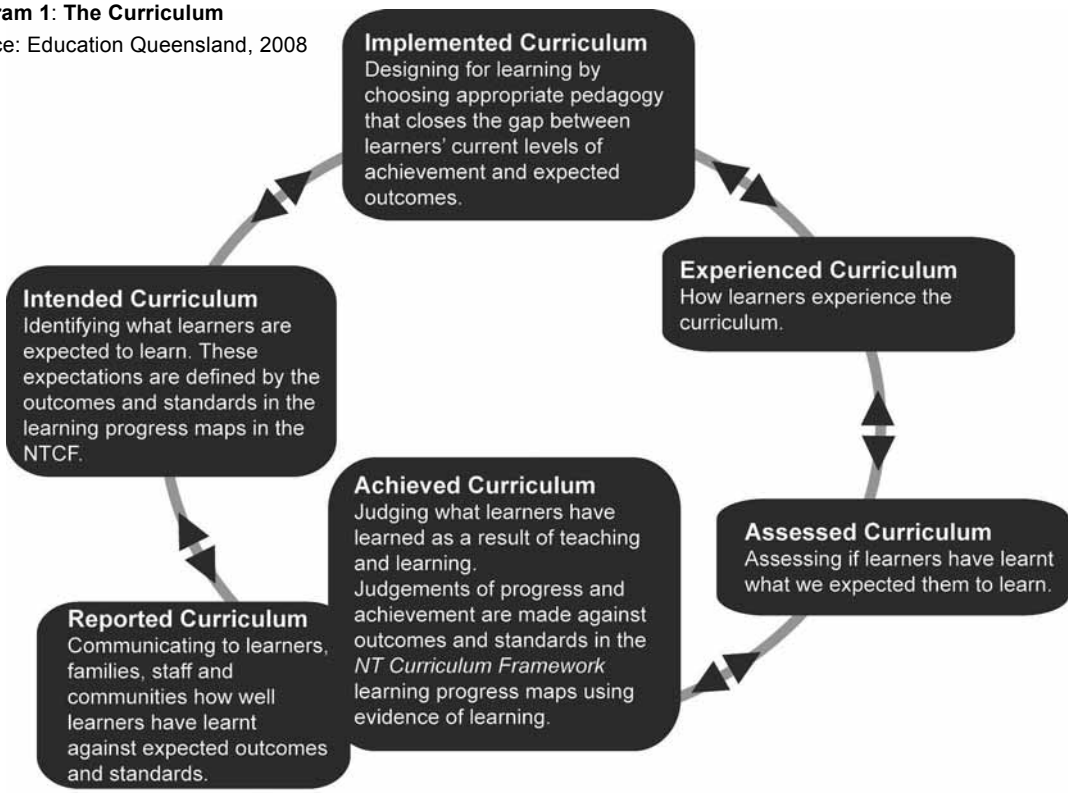
Curriculum is much more than a document which outlines what is to be learnt or taught. Curriculum is dynamic and encompasses:

- the learning environment
- learning routines
- resources
- teaching approaches, strategies, methodologies
- learning activities
- assessment programs and methods
- values and ethos of the school
- relationships and behaviours amongst learners and teachers.

These are all interconnected and provide the experiences that contribute to student learning.

Curriculum can be thought of as a sequence of elements: the intended, implemented, experienced, assessed and achieved curriculum, each one responsive to the others. The Northern Territory Curriculum Framework (NTCF) describes what learners are expected to achieve (the Intended Curriculum) and is used to determine what learners have achieved (the Achieved Curriculum). An effective curriculum has these elements aligned so that the intended learning is what is assessed and what learners achieve.

Diagram 1: **The Curriculum**
Source: Education Queensland, 2008



Updated Northern Territory Curriculum Framework

The NTCF was implemented in schools from 2002. The NT Board of Studies required a review of the NTCF after five years of implementation. Feedback has been gathered regarding concerns teachers and school leaders have in using the framework for planning and assessing. The feedback overwhelmingly stated a need for the NTCF to be more explicit in providing a scope and sequence for teaching and learning and supporting consistency of teacher judgement.

In addition to this local need, Australian Government requirements around curriculum, assessment and reporting have driven the need to update the document. These changes include

- embedding the national Statements of Learning in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technology in the NT curriculum by the beginning of 2008
- providing a report to parents using a five point scale
- National Curriculum development

As a result of these changes the following areas of the NTCF have been updated:

Exit Outcomes

- Learning Technology (all of the Information Communication Technology (ICT) in Society domain - S1, S2, S3 outcomes and the P1 outcome from the Communicating through Presentation, Publication or Performance domain)

Learning Areas

- English
- Mathematics
- Science

Other Areas of Learning

- Introduction to English as a Second Language (pathways component)
- Civics and Citizenship Scope and Sequence document (based on the national *Statements of Learning*).

The updates in these areas have been shaped by the national *Statements of Learning*, teacher professional knowledge and the use of research informed learning frameworks, in particular the Structure of the Observed Learning Outcome (SOLO) framework that describes the development of learning through looking at evidence of student learning.

Specific changes to the content of the updated areas and changes to the structure of Strands and Elements in English, Mathematics, Science and Learning Technology are listed in Appendix 1. The organisation of the Key Growth Point or Band pages is in Appendix 3.

The NTCF is, of necessity, a dynamic document which will undergo regular updating as further national and system policies and priorities are introduced. Hence, while there will be hard copies distributed, the latest version will be available at http://www.det.nt.gov.au/education/teaching_and_learning/curriculum/.

The development of national curriculum in the areas of English, Mathematics, Science and History is expected to be completed by the end of 2010 with implementation beginning in 2011. The progress of development of these areas, as well as the writing of Geography and Languages from 2010 is detailed at www.acara.edu.au. The national curriculum will replace the current and updated NT Curriculum Framework in these areas from 2011.

Principles of the Northern Territory Curriculum Framework

As we enter the 21st century, our learners face many complex, diverse and uncertain global and local social, economic, political and environmental issues. Rapid technological changes, increasing cultural diversity and changing family and institutional structures all influence and are influenced by schooling.

The following six key principles of the NTCF guide schools in planning and monitoring ongoing teaching and learning programs.

- **Deep Understanding** – Learners are provided with an opportunity to develop understandings in order to take their learning and apply it to new contexts. The updated areas of the NTCF focus more on depth of learning than breadth of content by describing the key knowledge and understandings (declarative knowledge), skills and processes (procedural knowledge) that learners need to acquire.

- **Developmental Approach** – Learning is a lifelong journey in which all learners develop at their own pace as they progress via many different pathways. Developmental patterns follow a broad continuum that build on demonstrated knowledge and understandings. The NTCF provides learners, teachers and parents with a clear generic map of learner development.

- **Lifelong Learning** – EsseNTial Learnings, Learning Technology, Literacy and Numeracy are the critical understandings, skills and processes that all learners should develop as a result of their formal schooling, enabling them to leave school equipped to participate actively in and contribute to a changing world. These lifelong learning outcomes are not additional or optional curriculum extras but are central to all teaching and learning programs.

- **Expected Standards** – The identification of clear standards to be achieved by all learners is a key driver of student and school improvement. Standards and associated targets constitute the starting point for redesigning how schools operate so that meeting the standards comes first in everything that schools do.

- **Flexibility** – The curriculum must cater for the diverse needs and schooling contexts of NT learners. It needs to acknowledge and provide for local responses to challenging social, cultural and technological changes that can influence learning. Working within an agreed framework of expected outcomes and standards enables accountability and flexibility in the design for teaching, learning and assessment.

- **Inclusivity** – All learners, irrespective of culture, language, socio-economic background, geographical location, disability or gender, must be given the opportunity to access a diverse and empowering education. Learners' backgrounds, interests, prior understandings, experiences, learning styles and learning rates should be valued and considered.

Structure and Content of the Northern Territory Curriculum Framework

The NTCF aims to develop the knowledge, understandings, skills, values and attitudes for learners to be able to demonstrate Goal 2 of the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA, 2008) for all young Australians to become successful learners, confident and creative individuals, and active and informed citizens.

NT schools are expected to enable all learners to achieve these goals by providing opportunities for learners to achieve the outcomes and standards described in learning progress maps for each area of learning. These progress maps provide the major elements of curriculum, around which schools and teachers can

- design the **intended curriculum**
- **assess** learner progress against these outcomes and standards to determine learner achievement
- **report** on learner achievement and progress.

The introduction to each of the updated areas of learning provides pedagogical advice for designing for learning.

Educational Goals and Curriculum Areas

The NTCF will enable every learner to develop:

- A **solid foundation** in knowledge, understandings, skills and values on which further learning throughout adult life can be built, including a strong focus on literacy, numeracy and wellbeing:
  - **English literacy skills, understandings and knowledge** are described through English outcomes and standards. English as a Second Language (ESL) outcomes provide pathways for learners for whom English is an additional language and links to English reading and writing standards.
  - **Numeracy skills, understandings and knowledge** are described through the Mathematics outcomes and standards.
  - **Social and emotional skills, understandings, knowledge and behaviours** are described through the EsseNTial Learnings, in particular Inner and Collaborative Learner exit outcomes, and Health and Physical Education outcomes.
  - **For Indigenous language speaking students, first language and culture skills, understandings and knowledge** are described through the Indigenous Languages and Culture Language Maintenance and Language Revitalisation outcomes.
- **General capabilities**, including generic and employability skills that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise. The EsseNTial Learnings and Learning Technology domains have Exit Outcomes describing the generic capabilities and employability skills in the NTCF. Exit Outcomes describe what the learners are expected to know, understand, do and value upon exiting the compulsory years of schooling.
- **Deep knowledge, understandings, skills and values** that will enable advanced learning and an ability to create new ideas and translate them into practical applications. The curriculum will enable learners to develop knowledge in:
  - English
  - Health and Physical Education
  - Languages
  - Mathematics
  - Science
  - Studies of Society and Environment
  - Technology and Design
  - The Arts

Successful learning requires the learner to integrate literacy, numeracy, information and communication technologies, discipline specific knowledges and skills and general capabilities in a range of contexts. Integrated thinking and learning is a mental activity performed by the learner and occurs as learners relate new knowledge to prior knowledge to develop deeper transferable understandings. Numerous models and processes exist for designing integrated learning that bring together learning of specific skills such as writing and discipline knowledge, inquiry into the adaptations of local plants and animals and general capabilities, and working in teams. These models include concept based inter-disciplinary learning and transdisciplinary learning.

These NTCF outcomes and standards support a range of cross-curricula perspectives that can provide the focus for learning and teaching programs. Cross-curricula learning involves learners in applying knowledge, principles, and/or values to more than one discipline or subject area which may be related through a central theme, issue, big idea or experience. Development of a perspective on the world beyond Australia, in the Asia-Pacific region and globally; intercultural understandings and respect for Indigenous cultures, languages and histories; commitment to sustainable patterns of living; developing student responsibility in local, national and global contexts and building learner resilience and social skills are cross-curricula perspectives identified in the NTCF.

Engaging Learners with Asia [SoA]

In 2006 all Australian states and territories approved the *National Statement for Engaging Young Australians with Asia in Australian Schools.*

www.asiaeducation.edu.au/public_html/aef_statement.htm

The statement identifies the broad knowledge, understandings, values and skills required to engage with Asia and the rationale for developing knowledge and understandings of Asia and Australia's relationship with Asia. This includes contributing to:

- being good neighbours and responsible global citizens
- a harmonious Australia
- a creative Australia
- a prosperous Australia.

Engaging Learners with Asia is underpinned by intercultural understandings and the values and dispositions required to support a harmonious multicultural society.

The NTCF provides opportunities for a strong focus on Asia at all levels of the curriculum, including:

- EsseNTial Learnings - Collaborative Learner and Constructive Learner Exit Outcomes which focus on developing values and dispositions that support intercultural understandings
- specific content in Studies of Society and Environment
- Languages other than English
- opportunities for including studies of Asia and Australia in learning areas such as The Arts and English.

The Asia Education Foundation website contains a range of resources to support learners to engage with Asia through various curriculum areas and stages of schooling.

www.asiaeducation.edu.au

Indigenous Perspectives [Ind]

Indigenous perspectives are an integral part of the NTCF. The study of Indigenous perspectives is essential for developing learner's understanding of Australian history, culture and identity as well as providing understanding of contemporary society.

The NTCF provides opportunities for a strong focus on Indigenous perspectives at all levels of the curriculum from P-10. This includes:

- EsseNTial Learnings - Collaborative Learner and Constructive Learner Exit Outcomes which focus on developing values and dispositions that support intercultural understanding
- Studies of Society and Environment
- English and The Arts also emphasise the exploration of cultural expression, including Indigenous cultures of Australia.

The Indigenous Studies History and Identity Modules provide ten teaching and learning modules for NT teachers in all stages of schooling. These modules are available on the NT Schools Portal.

https://portal.ntschools.net/sites/LearningLinks/default.aspx

Environmental Education for Sustainability [Env]

Environmental education for sustainability is a process of learning to make decisions that consider the long-term ecology, economy and equity of all communities. It is essential for learners to look at the social, cultural and economic reasons behind unsustainable practices and inequities that contribute to the exploitation of the environment in unsustainable ways and have the opportunities to take steps to promote positive change.

Effective environmental education for sustainability involves a whole school approach. Sustainable practices and environmental action are incorporated into all aspects of the school, including learning, decision making and resource management (water, waste, efficient energy and water use). *Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools* (2005) provides a vision and a framework for the implementation of environmental education for sustainability across the compulsory years of schooling.

http://www.environment.gov.au/education/publications/sustainable-future.html

The NTCF provides opportunities for a strong focus on environmental education for sustainability at all levels of the curriculum from T-10. This includes:

- EsseNTial Learnings - Constructive Learner, Collaborative Learner and Creative Learner Exit Outcomes
- specific content in Studies of Society and Environment and Science
- processes in Technology and Design.

The Australian Sustainable Schools Initiative (AuSSI) is a partnership with the Australian Government, States and Territories that support schools in working towards a sustainable future. AuSSI provides a coordinating framework for schools and supporting organisations for the implementation of a whole school approach.

http://www.environment.gov.au/education/aussi/index.html

Support materials for NT schools implementing the AuSSI whole school approach are available on espace through the NT Schools Portal.

https://portal.ntschools.net/sites/LearningLinks

Values Education

Underpinning values education is *The National Environmental Framework for Values Education in Australian Schools* (2005). Nine values for Australian schooling have been identified in this National Framework. These shared values such as respect and fair go are part of Australia's common democratic way of life, which includes equality, freedom and the rule of law. These values reflect our commitment to a multicultural and environmentally sustainable society where all are entitled to justice. The nine values for Australian schooling are presented below in alphabetical order and not in any rank order of importance.

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion.

These nine values are consistent with values embedded in the NTCF. *Valuing the EsseNTials* is a Northern Territory guide to implementation of the National Framework for Values Education in NT schools. It includes sections on the National Framework, strategies for implementing *Valuing the EsseNTials*, how the EsseNTial Learnings relate to the nine core national values, how students learn values and a range of curriculum examples for schools.

http://www.det.nt.gov.au/education/programs_initiatives/values_education/

The Australian Government's Values Education website contains a range of resources to support schools, teachers and learners to engage with values education through various curriculum areas and stages of schooling.

http://www.valueseducation.edu.au

Vocational Learning [VL]

Vocational Learning involves gaining knowledge and/or skills, and to a general understanding of the world of work and career pathways. It is a vehicle that can assist learners make connections with the wider community and facilitate a smooth transition into the world of work and other life roles. It encompasses career education, general learning about the world of work, enterprise education, community-based learning and work-based learning. Vocational Learning can be integrated across all Learning Areas and EsseNTial Learnings domains.

Outcomes relating to the world of work aspect of career education are found in the Studies of Society and Environment Learning Area Enterprise strand. Outcomes relating to Occupational Health and Safety are found in the Health and Physical Education Learning Area: Promoting Individual and Community Health strand.

Many of the outcomes relating to the self-awareness aspects of career education are found in the Inner Learner domain of the EsseNTial Learnings and the Health and Physical Education Learning Area – Enhancing Personal Development and Relationships strand.

Curriculum, Achievement & Reporting Standards

The development of learning in the NTCF is described through learning progress maps which are organised using outcomes, indicators and standards. The three standards used as a framework in the NTCF are Curriculum Standards, Achievement Standards and Reporting Standards. Whilst the updated sections link to all three types of standards, the 2002 progress maps are alined to achievement and reporting standards only as described by Table 1.

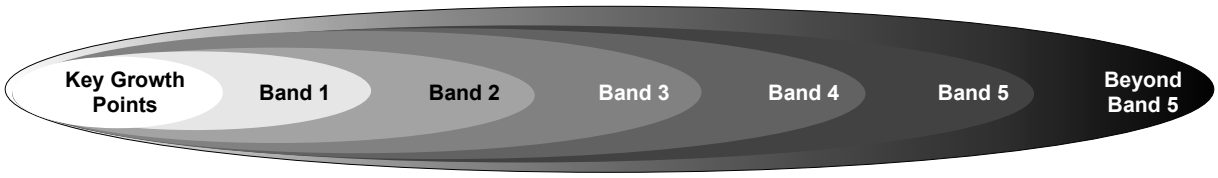
Table 1: Comparison NTCF Components

NTCF Component	Outcomes	Standards	Indicators
Exit Outcomes • **EsseNTial Learnings** • **Learning Technology**	Exit Outcomes that describe what learners are expected to know and do as they exit compulsory schooling	Nil	Provide the curriculum scope for planning and assessing at each developmental level on the learning progress map
Updated Learning Areas • **English** • **Mathematics** • **Science**	At each developmental stage on the learning progress map Describe what the learner is expected to know and do as a result of learning experiences and opportunities	Key indicators for each outcome describe the solid level of demonstration The Introduction to the English and Mathematics Learning Areas identify where the NAPLAN minimum standards and proficiency standard are located within NTCF Bands	Elaborate on what learners are expected to know (declarative knowledge) and do (procedural knowledge) to demonstrate standards Provide the curriculum scope for planning and assessment
Other areas of learning • **English as a Second Language** • **Health and Physical Education** • **Languages** • **Studies of Society and Environment** • **Technology and Design** • **The Arts**	At each developmental stage on the learning progress map Describe what the learner is expected to know and do as a result of learning experiences and opportunities	The ESL introduction identifies where the NAPLAN minimum standards and proficiency standard are located within ESL levels	Provide the curriculum scope for planning and assessing, illustrating what learners might do or describing learning opportunities

Curriculum Standards are descriptions of what teachers are expected to teach and students are expected to learn. The curriculum standards in the NTCF consist of outcomes and indicators.

Outcomes are learning milestones and should be considered as part of a continuum rather than as a discrete entity. Outcomes inform curriculum planning and assessment. The outcomes are the mandatory component of the NTCF.

Diagram 2: Outcomes Progress Map



The solid level of demonstration within a Key Growth Point or Band/Level describes the curriculum standard. The updated sections of the NTCF (refer to Appendix 1) describe the Key Indicators of a solid level of demonstration within a Key Growth Point or Band/Level.

The outcomes are described in three different ways in the NTCF.

1. EsseNTial Learnings and Learning Technology use Exit Outcomes. Exit Outcomes describe what learners are expected to know, understand, do and value upon exiting the compulsory years of schooling. The developmental pathway to demonstrating these outcomes is described through indicators at each Key Growth Point or Band.

2. English, Mathematics and Science describe outcomes at the Strand level for each Key Growth Point or Band. The developmental pathway to demonstrating these outcomes is described through standards (called Key Indicators) and indicators at each Key Growth Point or Band.

3. Health and Physical Education, Languages, Studies of Society and Environment, The Arts, Technology and Design, Indigenous Languages and Culture, and English as a Second Language areas describe outcomes at the element level for each Key Growth Point or Band/Level. Examples of the behaviours learners may demonstrate in relation to this outcome are described through indicators.

Indicators provide the curriculum scope for planning and/or assessing learning.

The English, Mathematics, Science and Learning Technology areas of learning provide the scope and sequence of what learners might do to demonstrate progress towards the achievement of the outcome, thus enabling judgements to be made about learner progress. They also provide the explicit teaching focus for designing targeted teaching and learning programs. Indicators are organised into two categories - what learners know and understand (declarative knowledge) and what learners are able to do (procedural knowledge) - to assist the teacher to select appropriate pedagogical practices for learners to demonstrate these different dimensions of knowledge.

In the other areas of the NTCF, indicators provide examples of what learners might do when demonstrating the outcome and in some, describe opportunities for learning. They do not provide a scope and sequence towards achieving the stated outcome.

Achievement Standards
Achievement standards identify the range of levels of achievement expected of learners in Transition to Year 10. These standards establish high expectations for all learners in Northern Territory schools.

The range of expected performance is described in Table 2 below. This range takes into account the NTCF Reporting Standard (refer p 10) where C is the expected level for NT learners from Transition to Year 10. The lower end of the achievement standards range is equivalent to the C grade and the upper end of the range equivalent to A and B grades.

It is recognised that some learners will demonstrate achievement of the standards outside of this range. For learners where English is an additional language the ESL Learning Progress Map is the section of the NTCF that supports teachers to assess, monitor and plan for the learning. These maps will be most relevant until these learners have developed the English language proficiency that allows them to fully demonstrate their skills, knowledge and understandings across a range of contexts in English as described in the other learning areas. Achievement standards described by national proficiency and minimum standards in literacy are described in the introduction to these progress maps.

Table 2: Achievement Standards

Year level	Expected range of levels of achievement			
Transition	KGP 2	Comprehensive	to	Band 1
Year 1	KGP 3	Solid	to	Band 1
Year 2	KGP 3	Comprehensive	to	Band 2
Year 3	Band 1	Solid	to	Band 2
Year 4	Band 1	Comprehensive	to	Band 3
Year 5	Band 2	Solid	to	Band 3
Year 6	Band 2	Solid	to	Band 4
Year 7	Band 2	Comprehensive	to	Band 4
Year 8	Band 3	Solid	to	Band 4
Year 9	Band 3	Comprehensive	to	Band 5
Year 10	Band 4	Emerging	to	Band 5

Achievement standards should be used to address the following learning design questions:

What do learners know, do and value?
Curriculum and achievement standards support teachers to describe learner achievement in evidence of learning.

Where do learners need and want to be?
Quality teaching, learning and assessment plans are designed back from achievement standards that set high expectations for learners.

How will I check the learner has made progress?
Quality assessment design is derived from curriculum and achievement standards. Judgement of the student's achievement in their evidence of learning is referenced to the curriculum standards.

Learners who demonstrate achievement outside the range of achievement standards described in Table 2 need to be considered for individualised planning that may involve more intensive scaffolding, educational adjustments, intervention, differentiated curriculum, enrichment, extension, and/or acceleration.

Growth within a band or level

The developmental learning milestones presented as outcomes at each NTCF Band/Level are broad descriptions and represent significant growth and learning. To indicate growth within a level or band and to identify the quality of learning, the continuum of emerging, solid or comprehensive (E,S,C) achievement should be used.

A framework has been developed to assist teachers when assessing and making judgements on learner achievements.

Table 3: Comparing purpose of Assessment

Assessment Purpose	Teacher Action	Evidence	Teaching & Learning Purpose
Assessment for Learning or Formative Assessment or Diagnostic Assessment	Gather evidence of learning to identify NTCF Band/Level	Individual samples of learning	Identify: • gaps in learning • strengths and weaknesses • next teaching focus • next targeted outcome
Assessment of Learning or Summative Assessment	Identify growth in the learner's achievement, within a Band/Level (E, S, C) using **on-balance judgement**	Multiple samples of learning across a range of contexts	• track learner progress against NTCF outcomes and standards • show learner improvement • identify future teaching foci

National Achievement Standards are also used to monitor performance of NT learners. Proficiency and national minimum standards in literacy, numeracy and science have been determined through national and international assessments.

All NT learners in Years 3, 5, 7 and 9 participate in the annual National Assessment Program in Literacy and Numeracy (NAPLAN). This program identifies minimum standards for reading, writing, spelling, grammar and punctuation and numeracy; and the Australian mean which is located on a ten point achievement scale. The English and ESL introductions of the NTCF describe the standards for reading and writing in relation to NTCF Key Growth Points and Bands. The Mathematics introduction describes the standards for numeracy in relation to NTCF Key Growth Points and Bands.

The National Assessment Program for Science Literacy, Civics and Citizenship and Information and Communication Technology (ICT) identifies proficiency levels and standards. These are sample assessments for Year 6 and Year 10 learners. The Science introduction of the NTCF describes the standards for scientific literacy in relation to NTCF Key Growth Points and Bands.

Reporting Standards

Achievement Standards and Reporting Standards are two different frames of reference for interpreting student achievement. In the NTCF, Achievement Standards identify the aspirational expectations, based on the cognitive capability of learners (refer Table 1) while Reporting Standards provide a reference for communicating the level of student achievement to parents, through a standardised judgement representing actual student attainment.

Schools are required to communicate student learning progress and achievement to parents using a five point scale of A, B, C, D, E. In the NT a grade of D on this scale has been determined by the 2008 NAPLAN minimum standard.

Accountabilities in Relation to Curriculum, Pedagogy, Assessment and Reporting

The NTCF is an overarching document to guide school curriculum provision. In planning and enacting their curriculum, schools must take into account all relevant legislation and policy. There are also relevant departmental and government initiatives articulating strategies in priority areas. These initiatives may stipulate specific requirements for schools as well as describe desirable goals or actions.

There are four operational policy statements for curriculum, pedagogy, assessment and reporting in the compulsory years of schooling.

NT Schools will:

1. Provide a curriculum to maximise the capacity of all learners to achieve the standards described in the Northern Territory Curriculum Framework in order to be successful learners, confident and creative individuals and active and informed citizens.
2. Use evidence based teaching and learning pedagogies to close the gap between the learner's current achievement levels and targeted outcomes.
3. Assess, monitor and evaluate learner's progress and achievement against Northern Territory Curriculum Framework standards, using processes to support consistency of teachers' judgements.
4. Regularly communicate learning progress and achievement to learners, their families and the community.

Policy Statement 1

Curriculum

Provide a curriculum to maximise the capacity of all learners to achieve the standards described in the Northern Territory Curriculum Framework in order to be successful learners, confident and creative individuals, and active and informed citizens.

NT schools will:

- use system and school based learner achievement data to identify current level of achievement and progress in relation to curriculum standards
- use a learning design approach (see page 13 - 14) to plan for learners to achieve and consolidate the outcomes and standards described in the NTCF
- document short, medium and long term teaching and learning plans
- monitor the quality of implementation of teaching and learning plans within the school
- provide the opportunity for 2 hours of physical activity every week
- apply the principles of the *Students with Disabilities Policy (2008)* and the *Policy for the Education of Gifted Students in the NT* (2006) as they relate to curriculum, pedagogy, assessment and reporting.

Policy Statement 2
Pedagogy

Use evidence based teaching and learning pedagogies to close the gap between the learners' current achievement levels and targeted outcomes.

NT schools will:

- incorporate the following three principles into designing for student learning
  1. Learning is enhanced when learning opportunities are tailored to individual's current levels of readiness, based on multiple forms of evidence.
  2. Learning is more effective when it leads to deep understandings of knowledge and skills of the discipline.
  3. Learning is more effective when learners are supported to monitor and take responsibility for their own learning.
- choose pedagogical practices and approaches based on research of how their learners best learn the knowledge, understandings, skills, values and attitudes that are the focus of the plan for learning
- implement whole school approaches, programs and practices for improving literacy and numeracy outcomes
- monitor the impact of pedagogical choices on student learning.

Policy Statement 3
Assessment and Monitoring

Assess, monitor and evaluate learner's progress and achievement against Northern Territory Curriculum Framework standards, using processes to support consistency of teachers' judgements.

NT schools will:

- plan, document and ensure implementation of a school assessment policy that addresses the following requirements
  - ensure consistency of teacher judgement through confirming and clarifying processes
  - gather and record evidence of learner's demonstrations of outcomes
  - use data to inform teaching and learning programs
- use assessment methods that reflect the principles of assessment; explicit, valid and reliable, accessible, instructional utility, learner centred and practical convenience (refer Appendix 2)
- use a range of assessment opportunities to monitor learner progress
- use assessment *for, of* and *as* learning as the purposes for monitoring learner progress and informing future teaching foci
  - 'Assessment for learning enables teachers to use information about learner progress to inform their teaching'. Assessment for learning focuses on the learning needs of students
  - 'Assessment of learning assists teachers to use evidence of student learning to assess learner achievement against goals and standards'. It provides summative information on a learner's achievement at a point in time for reporting purposes.
  - 'Assessment as learning enables learners to reflect on and monitor their own progress to inform their future learning goals". Assessment as learning actively involves learners in their own learning. (Ref. MCEETYA, 2008).
- administer assessments in the National Assessment Program including
  - full cohort testing in literacy and numeracy for Years 3, 5, 7 and 9 National Assessment Program Literacy and Numeracy (NAPLAN).
    http://www.det.nt.gov.au/education/teaching_and_learning/assessment_standards_reporting/index.shtml
  - sample assessments for Science Literacy, Civics and Citizenship, ICT Literacy, Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) when required

- design for learning using data (evidence of learning) from system and school assessments to respond to the learning needs of individual and learner cohorts

- use agreed standards to make judgements about learner achievement. The NAPLAN national standards for Reading and Writing are in the English Introduction, for Numeracy they are in the Mathematics Introduction and for scientific literacy in the Science Introduction.

- make judgements about learner achievement using the NTCF outcomes and provide information about learner growth within a Key Growth Point, Band or ESL Level (emerging, solid, comprehensive).

Policy Statement 4
Reporting

Regularly communicate learning progress and achievement to learners, their families and the community.

NT schools will

- provide clear information on learner progress to parents/carers via
  - at least 1 written report per semester
  - A to E grades used to report on achievement and progress in English literacy, numeracy and for areas of learning taught and assessed that semester for all learners in years 1 - 10 except those learners with Education Adjustment Plans (EAPs)
  - a report on all areas of learning at least once within the school year
  - the use of plain English
- distribute the National Assessment Program Literacy and Numeracy (NAPLAN) learner report to parents of participating students

- provide opportunities for parents/carers to attend at least one formal interview within each school year

- provide other opportunities for informal discussions between teachers and parents/carers when requested

Student Diversity Policies

The principles of flexibility and inclusivity ensure that all learners can participate in curriculum. The NT Curriculum Framework is designed to include all learners by acknowledging, valuing and promoting multiple learning pathways within and across areas of learning; providing opportunities for school communities to select relevant and meaningful contexts for learning; providing broad assessment principles and guidelines.

Learners for whom English is an Additional Language

The target language for all learners in the NT is Standard Australian English. The goals for learners learning English as an additional language are the same as for those learning English as a first language, but the learning pathways to these goals are different and expressed in the ESL component of the NTCF.

The language and concepts that learners learn about at school may not necessarily match those of their first language and culture. Learners learn a second language differently from their first. Learners for whom English is an additional language are not only learning their first language, they are also learning Standard Australian English and are expected to learn in and through English across the curriculum. This means that all educators in NT schools are responsible for meeting the language learning needs of these learners in their classes.

Students with Disabilities

Access to the NT Curriculum Framework is a right for all learners. It is expected that curriculum is designed, implemented and assessed for learners with a disability so they are able to participate on the same basis as a learner without a disability. To meet these expectations:

- learners are consulted in the design of learning programs

- learning programs are designed based on the NTCF outcomes

- learning programs recognise the learning capacities and needs of the learner and describe adjustments to teaching, learning and assessment strategies necessary for the learner to participate
- teaching and learning materials are made available in a format that is appropriate for the learner
- assessment methods and processes enable learners to demonstrate the NTCF outcomes.

NT DET (2008), *Students with Disabilities Policy*
http://www.det.nt.gov.au/education/special_education_wellbeing/special_education/policy_materials.shtml

Gifted Learners

The principles underpinning educational provision for gifted learners are:

- equitable access to educational programs that are flexible, inclusive and appropriate to their needs
- for learners at any developmental stage to learn at their own pace and build upon their existing knowledge
- for programs to meet specific individual needs and interests
- differentiated curricula that incorporate modifications to the content, processes, the product and the learning environment
- access to a range of organisational and grouping structures, that enables regular interaction to occur in meaningful learning contexts
- access to people and resources supportive of gifted children's teaching and learning needs
- programs based upon current research and practices.

NT DEET (2006), *Policy for the Education of Gifted Students in the Northern Territory*
http://www.det.nt.gov.au/education/special_education_wellbeing/special_education/docs/psychologists_gifted_education/gifted_education_policy.pdf

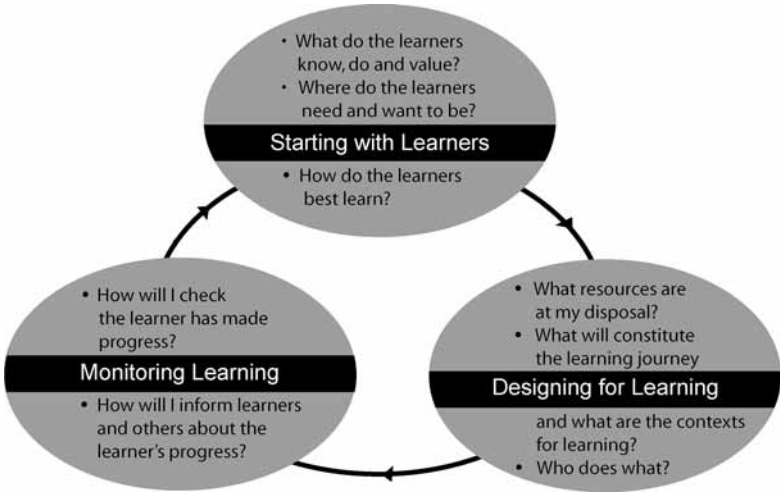
Improving Learning Using the Northern Territory Curriculum Framework

Intentionally designing pedagogical practice so that all learners will achieve learning outcomes lies at the heart of a professional educator's repertoire of knowledge and skill in today's education systems (Smith and Lynch, 2006). Designing for learning moves from a 'teacher centred planning activity' where syllabi and associated curriculum guidelines provide teachers with static content to be covered within a 'one size fits all' frame to intentionally designing back from what is expected then choosing evidence based pedagogical strategies that can close the gap between where the learner is now and where they are expected/want to be.

The Eight Learning Management Questions (Smith and Lynch, 2006) are a set of sequential design questions that engage teaching and learning teams in a process of designing learning experiences to produce intended learning outcomes. At the heart of this design process is the learner and the expected learning they will achieve. These learning management questions are a deliberate strategy to draw the teaching and learning team to the nuances of the learner and away from a 'one size fits all' approach that is characteristic of teacher focused and curriculum planning approaches (Smith, Lynch and Knight, 2007).

It is expected that teaching and learning teams will use this process to intentionally design for learners to achieve the intended outcomes described in the NTCF.

Diagram 3: Eight Learning Management Questions (Smith and Lynch, 2006)



The following table shows how to use the NTCF to answer these key questions when designing for learning.

Learning Design Questions		Using the NT Curriculum Framework
Starting with the Learner	• **What do learners already know, do and value?** • **Where do learners need and want to be?** • **How do learners best learn?**	The NTCF learning progress maps describe what learners are expected to know, understand and do and can be used to gain a sense of current learner achievement. NTCF achievement and progress data is available at the school and/or system level in each sector. The curriculum and achievement standards set an expectation for learner achievement. Policy Statement 2 in the NTCF Overview states the expectations in relation to choosing pedagogical practices. The Introduction to each updated area of learning provides pedagogical advice specific to that area of learning.
Designing for Learning	• **What resources are at my disposal?** • **What will constitute the learning journey?** • **What are the contexts for learning?** • **Who does what?**	The Introduction to each updated area of learning provides links to teaching resources. Policy Statement 1 in the NTCF Overview states the expectations in relation to curriculum planning. The NTCF Overview provides advice on using cross curriculum perspectives as contexts for learning.
Monitoring Learning	• **How will I check that the learners have made progress?** • **How will I inform the learner and others about the learner's progress?**	Policy Statement 3 in the NTCF Overview states the expectations in relation to designing for assessment. The NTCF learning progress maps (outcomes, key indicators and indicators) are used to make decisions about learner progress and achievement. Policy Statement 4 in the NTCF Overview states the expectations in relation to reporting to parents.

References

- Australian Government (2008), *Department of the Environment and Heritage*
- Department of Education and Training Victoria, *Victoria Essential Learnings and Standards Framework*
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- *Educating for a Sustainable Future: A National Environmental Education Statement for Australian Schools* (2005)
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- MCEETYA (2008)*, Melbourne Declaration on Educational Goals for Young Australians*
- MCEETYA (2006), *National Statement for Engaging Young Australians with Asia in Australian Schools*
- Smith, R. & Lynch, D. (2006), *The Rise of the Learning Manager*. NSW: Pearson Education Australia
- Smith, R., Lynch D. & Knight, B.A. (2007), *Learning Management: Transitionary Teachers for National and International Change.* NSW: Pearson Education Australia
- Victorian Curriculum and Assessment Authority (2004), *Victorian Curriculum Reform 2004 Consultation Paper*

Appendix 1

Changes to Updated Areas in the Northern Territory Curriculum Framework

1. **Policy Statements**
   The updated NTCF Overview contains four explicit policy statements that state the expectations in relation to curriculum, pedagogy, assessment and reporting for all NT teachers and schools. The NTCF 2002 version had implicit policy statements for curriculum, assessment and reporting.

2. **Standards**
   Three types of standards are reflected in the updated areas of learning
   - curriculum standards through describing the outcomes and key indicators at each curriculum level (Key Growth Point or Band)
   - achievement standards through making links between curriculum levels and year levels
   - reporting standards through making links between curriculum levels, years levels and a five point scale (A to E).

3. **Indicators**
   The key indicators describe the solid level of achievement within a curriculum level. They are intended to be used when looking at a range of evidence of learning and can be used as a 'checklist' to support teachers to make consistent and on balance judgements about achievement.

   The indicators are designed back from the outcomes and key indicators (curriculum standards) and describe the scope and sequence of what learners are expected to know, understand and do to demonstrate these curriculum standards.

4. **Learning Design Model**
   The Eight Learning Management Questions differ from the outcomes focused learning cycle in the 2002 version in
   - being underpinned by the six principles and four policy statements around curriculum planning, pedagogy, assessment and reporting
   - starting with previously collected NTCF learner progress and achievement data
   - using achievement standards to identify expected curriculum standards to target teaching and learning plans for all learners
   - using achievement standards to monitor student progress and achievement and reporting standards to communicate to parents

5. **Key Growth Points 1 and 2**
   The Key Growth Points were developed to describe early learning knowledge, understandings, skills and behaviours. Teacher feedback indicated that the outcomes and indicators in the Key Growth Points were too broad and did not enable teachers to identify key developmental milestones within these stages. There was a similar experience in the United Kingdom when the national curriculum was implemented, which resulted in the development of the P Scales. These P Scales and other early learning frameworks have been used to provide more detail in the scope and sequence of learning within Key Growth Points 1 and 2.

   The key Indicators are used in making on-balance judgements about student achievement across a range of evidence of learning and to identify key teaching focus points in designing for learning.

6. Comparison of 2002 and 2009 Strands and Elements

English (2002)		English (2009)	
Strand	**Elements**	**Strand**	**Elements**
Writing	• Texts and Contexts • Language Structures and Features • Strategies	Writing	• Texts and Contexts • Language Structures and Features • Strategies
Reading	• Texts and Contexts • Language Structures and Features • Strategies	Reading	• Texts and Contexts • Language Structures and Features • Strategies
Listening and Speaking	• Texts and Contexts • Language Structures and Features • Strategies	Listening and Speaking	• Texts and Contexts • Language Structures and Features • Strategies
Mathematics (2002)		**Mathematics (2009)**	
Strand	**Elements**	**Strand**	**Elements**
Spatial Sense	• Features and Applications of Shapes • Patterns and Transformations • Location	Space	• 3D Objects and 2D Shapes • Lines and Angles • Transformations • Location
Measurement and Data Sense	• Estimating and Measuring • Using Relationships • Time • Chance • Data	Measurement	• Physical Attributes • Time • Graduated Scales
Number Sense	• Numbers and Number Systems • Patterns and Relationships • Calculating	Number	• Numbers and Number Systems • Calculating
Space and Measurement Band 4 - Band 5+	• Spatial Features • Choosing and Using • Relationships • Formulae	Chance and Data	• Chance • Data
Number Sense Band 4 - Band 5+	• Number and Number Systems • Calculating	Algebra	• Algebra
Chance and Data	• Posing Questions and Collecting Data • Experiments Involving Chance • Presenting and Summarising Data • Interpreting Data		
Algebra Band 4 - Band 5+	• Global Features of Functions • Linear Functions • Coordinate Geometry • Equations and Inequalities		
Learning Technology (2002)		**Learning Technology (2009)**	
Strand	**Element**	**Strand**	**Element**
4 Domains	• Exit Outcomes	4 Domains	• Exit Outcomes

Science (2002)		Science (2009)	
Strand	**Elements**	**Strand**	**Elements**
Working Scientifically	• Planning • Investigating • Evaluating • Acting Responsibly • Science in Society	Science as Inquiry	• Understanding and Acting on Personal and Social Issues • Investigating
Concepts and Contexts	• Natural and Processed Materials • Life and Living • Energy and Change • Earth and Beyond	Natural and Processed Materials Life and Living Energy and Change Earth and Beyond	

Appendix 2

Principles of Assessment

Explicit

Are the intentions of the tasks clear and precise?

The characteristics of assessment tasks must be explicit (eg the intended purpose, targeted outcomes, conditions). Learners should be aware of what is being assessed, the conditions in which the tasks are to be carried out and the criteria that will be used to determine their achievement level.

Valid and Reliable

Do the assessment tasks measure what they are intended to measure?

The assessment tasks should clearly assess the planned outcomes and are to be consistently judged against the identified criteria. The tasks should be designed to allow a demonstration of achievement across a range of NTCF levels/bands, in order to accurately display the learner's ability. The criteria must be relevant to the targeted outcomes and the overall judgement of learner achievement should be based on a range of evidence of learning.

Accessible

Are the assessment tasks providing opportunities for learners to demonstrate their understandings of the outcome?

Assessment tasks should allow learners from diverse backgrounds to demonstrate learning outcomes in ways which are sensitive to and inclusive of the circumstances of each learner. The opportunity should be provided for learners to apply their knowledge and skill in a range of contexts. The tasks should cater for the learners' learning style, culture, ethnicity, abilities, gender, age, socio-economic status and linguistic backgrounds.

Instructional Utility

Are the assessment tasks designed to inform future planning and teaching?

Assessment should be designed to provide information which is instructionally useful and informing of learner understandings and abilities. The assessment tasks should play a functional role that is embedded in the teaching/learning cycle (for, of and as learning).

Learner Centred

Do the assessment tasks allow learners to be actively involved in the learning process?

The task should allow learners to take responsibility for their learning by being actively involved in the process. Opportunities should be provided for learners to monitor their own progress and set their learning goals. This provides valuable insight to help teachers and parents/caregivers to make decisions about future learning and teaching.

Practical Convenience

Are the assessment tasks worthwhile and manageable to administer in your classroom?

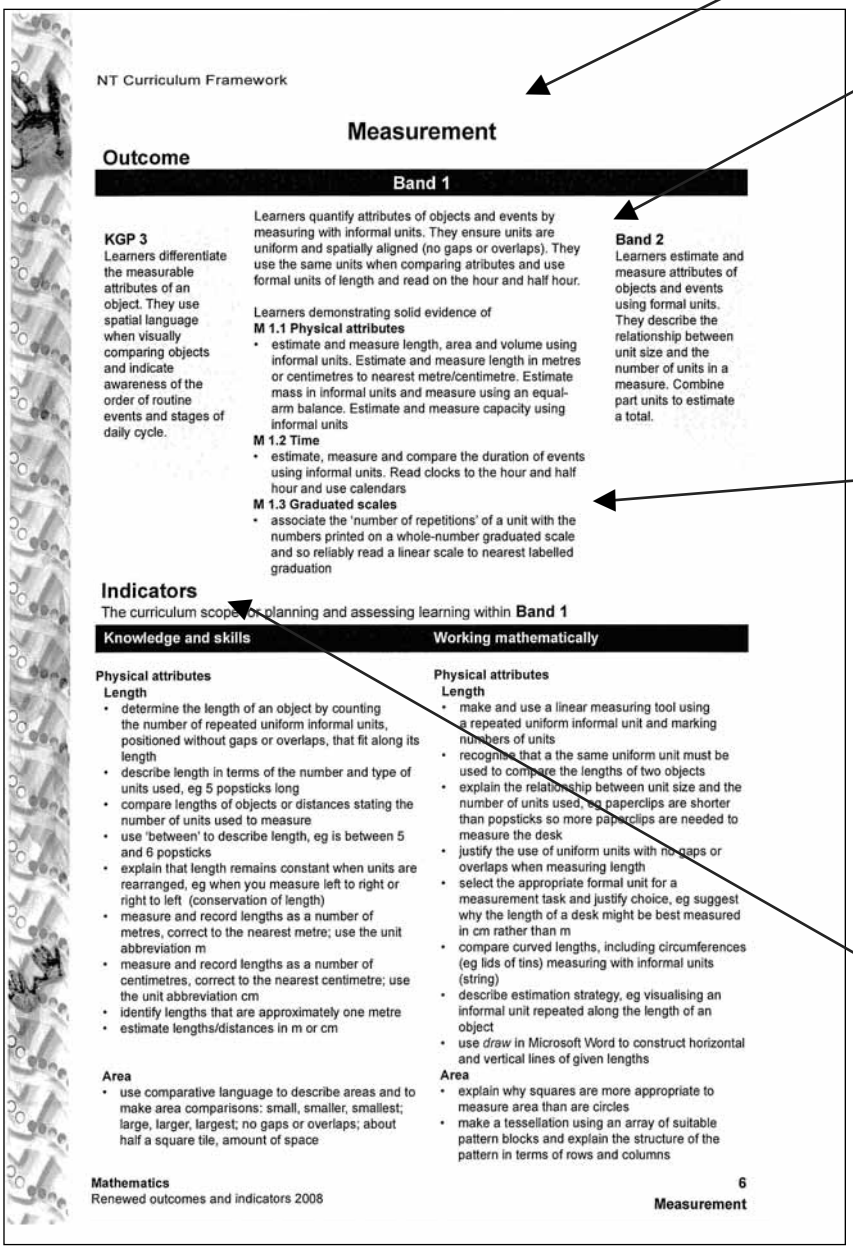
It is important that assessment procedures are manageable and incorporated comfortably into classroom practices/activities. The assessment must be capable of providing information that justifies the time and money involved with the implementation of the tasks.

Appendix 3

Sample Layout

1. Mathematics, Science and English

Progress Map of Outcomes



NT Curriculum Framework

Measurement

Outcome

Band 1

KGP 3
Learners differentiate the measurable attributes of an object. They use spatial language when visually comparing objects and indicate awareness of the order of routine events and stages of daily cycle.

Learners quantify attributes of objects and events by measuring with informal units. They ensure units are uniform and spatially aligned (no gaps or overlaps). They use the same units when comparing attributes and use formal units of length and read on the hour and half hour.

Learners demonstrating solid evidence of

M 1.1 Physical attributes
- estimate and measure length, area and volume using informal units. Estimate and measure length in metres or centimetres to nearest metre/centimetre. Estimate mass in informal units and measure using an equal-arm balance. Estimate and measure capacity using informal units

M 1.2 Time
- estimate, measure and compare the duration of events using informal units. Read clocks to the hour and half hour and use calendars

M 1.3 Graduated scales
- associate the 'number of repetitions' of a unit with the numbers printed on a whole-number graduated scale and so reliably read a linear scale to nearest labelled graduation

Band 2
Learners estimate and measure attributes of objects and events using formal units. They describe the relationship between unit size and the number of units in a measure. Combine part units to estimate a total.

Indicators

The curriculum scope for planning and assessing learning within **Band 1**

Knowledge and skills	Working mathematically
Physical attributes **Length** • determine the length of an object by counting the number of repeated uniform informal units, positioned without gaps or overlaps, that fit along its length • describe length in terms of the number and type of units used, eg 5 popsticks long • compare lengths of objects or distances stating the number of units used to measure • use 'between' to describe length, eg is between 5 and 6 popsticks • explain that length remains constant when units are rearranged, eg when you measure left to right or right to left (conservation of length) • measure and record lengths as a number of metres, correct to the nearest metre; use the unit abbreviation m • measure and record lengths as a number of centimetres, correct to the nearest centimetre; use the unit abbreviation cm • identify lengths that are approximately one metre • estimate lengths/distances in m or cm **Area** • use comparative language to describe areas and to make area comparisons: small, smaller, smallest; large, larger, largest; no gaps or overlaps; about half a square tile, amount of space	**Physical attributes** **Length** • make and use a linear measuring tool using a repeated uniform informal unit and marking numbers of units • recognise that a the same uniform unit must be used to compare the lengths of two objects • explain the relationship between unit size and the number of units used, eg paperclips are shorter than popsticks so more paperclips are needed to measure the desk • justify the use of uniform units with no gaps or overlaps when measuring length • select the appropriate formal unit for a measurement task and justify choice, eg suggest why the length of a desk might be best measured in cm rather than m • compare curved lengths, including circumferences (eg lids of tins) measuring with informal units (string) • describe estimation strategy, eg visualising an informal unit repeated along the length of an object • use *draw* in Microsoft Word to construct horizontal and vertical lines of given lengths **Area** • explain why squares are more appropriate to measure area than are circles • make a tessellation using an array of suitable pattern blocks and explain the structure of the pattern in terms of rows and columns

Mathematics
Renewed outcomes and indicators 2008

6
Measurement

The **Strand** is a key organiser for the Learning Area.

An **Outcome** describes a significant stage in a learner's development and should be read as part of a continuum rather than as a discrete entity. Outcomes inform curriculum planning and assessment. The outcomes are the **mandatory** component of the NTCF.

Key Indicators describe the solid level of achievement and are organised by **elements**.

Indicators provide the curriculum **scope for planning and/or assessing learning.** They provide the scope and sequence of what learners might do to demonstrate progress towards the achievement of the outcome, thus enabling judgements to be made about learner's progress. They provide the explicit teaching points for designing targeted teaching and learning programs. Indicators are organised into two categories – what learners know and understand (**declarative knowledge**) and what learners are able to do (**procedural knowledge**) to assist the teacher to select appropriate pedagogical practices for learners to demonstrate these different dimensions of knowledge.

2. Outcome Overview for Exit Outcomes

Exit Outcomes are organised by learning **domains**

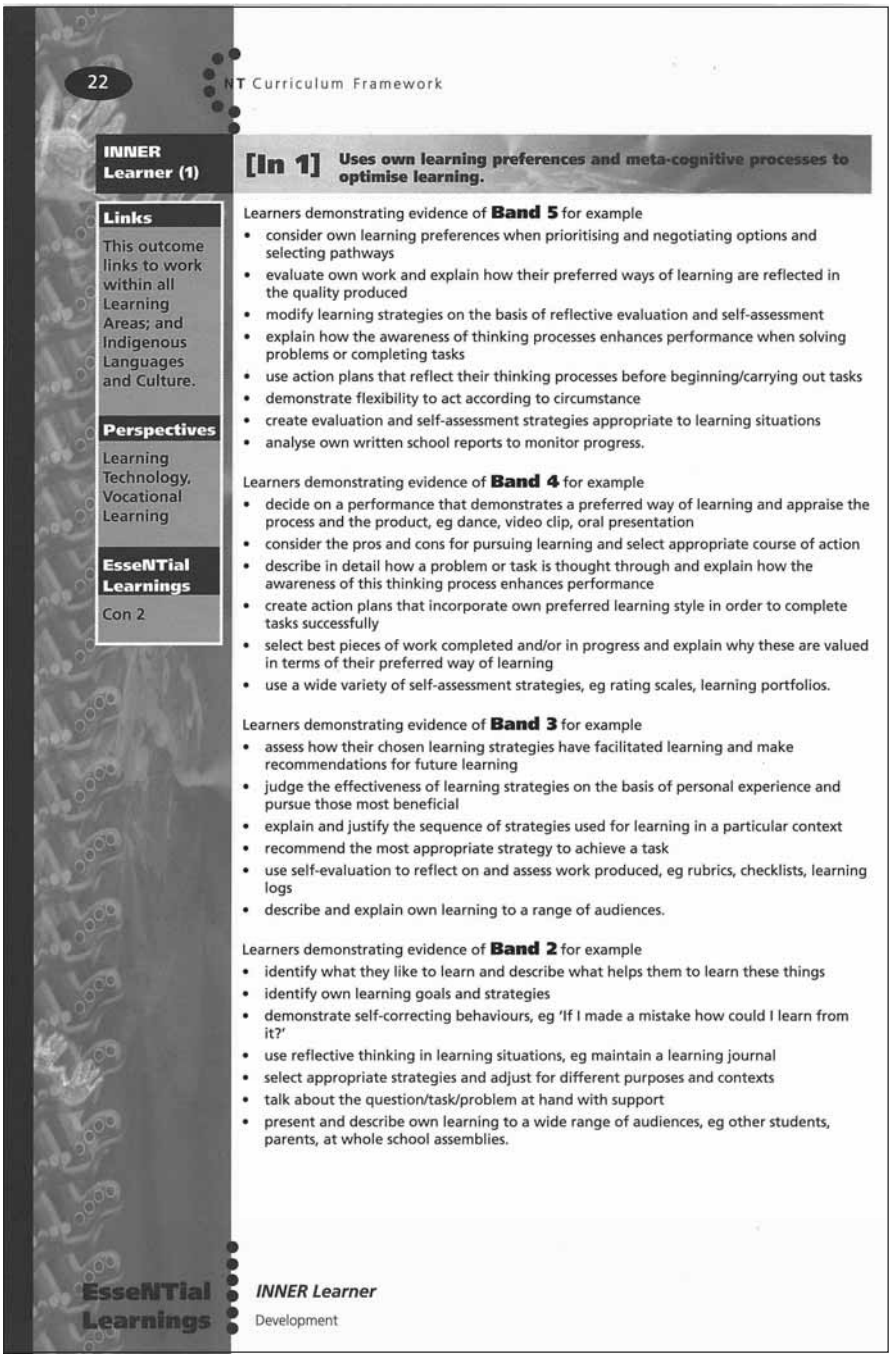
The **domains** are each guided by a key question.

Exit Outcomes include capabilities, understandings and dispositions that students develop across their schooling years (Transition to Year 10).

These are described by **Exit Outcomes.**

DOMAINS	OUTCOMES
INNER learner *"Who am I and where am I going?"*	A self-directed and reflective THINKER who **In 1** Uses own learning preferences and meta-cognitive processes to optimise learning. **In 2** Identifies and actively develops their natural talents, self-worth and learned skills to pursue and achieve their personal goals. **In 3** Makes decisions and takes actions based on personal values and principles that reflect empathy and integrity. **In 4** Assesses their well-being and takes action for healthy living. **In 5** Demonstrates resilience in pursuing choices and dealing with change. **In 6** Explains how the past, present and future contribute to their own identity and broaden life directions.
CREATIVE learner *"What is possible?"*	A persevering and resourceful INNOVATOR who **Cr 1** Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer. **Cr 2** Translates innovative thinking into action and is willing to take risks when challenged by setbacks. **Cr 3** Values originality and acts on new ideas with confidence.
COLLABORATIVE learner *"How do I connect with and relate to others?"*	An effective COMMUNICATOR and GROUP MEMBER who **Col 1** Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions. **Col 2** Uses constructive strategies to resolve conflict. **Col 3** Fulfils their responsibilities as a group member and actively supports other members. **Col 4** Uses appropriate language that is sensitive to audience and culture within a range of contexts.
CONSTRUCTIVE learner *"How can I make a useful difference?"*	A thoughtful PRODUCER and CONTRIBUTOR who **Con 1** Accesses information and tools from appropriate sources, analyses these and applies the most relevant aspects to optimise results. **Con 2** Uses and justifies a variety of methods to plan, organise and complete tasks, and continually reflects when evaluating the quality of their work. **Con 3** Participates in efforts to value diversity and social responsibility through active and informed involvement in chosen areas within their family and community. **Con 4** Identifies environmental and social issues within the local and global community and takes steps to promote change.

3. Outcome and developmental map of indicators for Exit Outcomes



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INNER Learner (1)

[In 1] Uses own learning preferences and meta-cognitive processes to optimise learning.

Links

This outcome links to work within all Learning Areas; and Indigenous Languages and Culture.

Perspectives

Learning Technology, Vocational Learning

EsseNTial Learnings

Con 2

Learners demonstrating evidence of **Band 5** for example

- consider own learning preferences when prioritising and negotiating options and selecting pathways
- evaluate own work and explain how their preferred ways of learning are reflected in the quality produced
- modify learning strategies on the basis of reflective evaluation and self-assessment
- explain how the awareness of thinking processes enhances performance when solving problems or completing tasks
- use action plans that reflect their thinking processes before beginning/carrying out tasks
- demonstrate flexibility to act according to circumstance
- create evaluation and self-assessment strategies appropriate to learning situations
- analyse own written school reports to monitor progress.

Learners demonstrating evidence of **Band 4** for example

- decide on a performance that demonstrates a preferred way of learning and appraise the process and the product, eg dance, video clip, oral presentation
- consider the pros and cons for pursuing learning and select appropriate course of action
- describe in detail how a problem or task is thought through and explain how the awareness of this thinking process enhances performance
- create action plans that incorporate own preferred learning style in order to complete tasks successfully
- select best pieces of work completed and/or in progress and explain why these are valued in terms of their preferred way of learning
- use a wide variety of self-assessment strategies, eg rating scales, learning portfolios.

Learners demonstrating evidence of **Band 3** for example

- assess how their chosen learning strategies have facilitated learning and make recommendations for future learning
- judge the effectiveness of learning strategies on the basis of personal experience and pursue those most beneficial
- explain and justify the sequence of strategies used for learning in a particular context
- recommend the most appropriate strategy to achieve a task
- use self-evaluation to reflect on and assess work produced, eg rubrics, checklists, learning logs
- describe and explain own learning to a range of audiences.

Learners demonstrating evidence of **Band 2** for example

- identify what they like to learn and describe what helps them to learn these things
- identify own learning goals and strategies
- demonstrate self-correcting behaviours, eg 'If I made a mistake how could I learn from it?'
- use reflective thinking in learning situations, eg maintain a learning journal
- select appropriate strategies and adjust for different purposes and contexts
- talk about the question/task/problem at hand with support
- present and describe own learning to a wide range of audiences, eg other students, parents, at whole school assemblies.

EsseNTial Learnings *INNER Learner* Development

Each domain has a set of Exit Outcomes and developmental indicators to help map a learner's progress through the Key Growth Points and Bands.

4. English as a Second Language, Health and Physical Education, Languages, Studies of Society and Environment, Technology and Design, The Arts, Indigenous Languages and Culture pathways