

The Framework for the Principles and Policies for the Middle Years in the Northern Territory

	Principle 1: The Teaching and Learning Environment	Principle 2: Literacy and Numeracy	Principle 3: Student-Teacher Relationships	Principle 4: Transition into and out of the middle years	Principle 5: Systemic Support
	The curriculum is based upon Northern Territory Curriculum Framework (NTCF) outcomes and is rigorous, rich, real and relevant to students' current and future lives.	Students are offered learning opportunities that allow them to reach and in most cases exceed literacy and numeracy national benchmarks.	Strong teacher-student relationships are fundamental to improving individual outcomes for most students in the middle years.	Transition into and out of the middle years is a formal part of the program of all schools.	The school system provides support to students, parents and teachers in the middle years.
Teaching, Learning, Assessing and Reporting	<p>Teachers, students and parents are clear about the 'NTCF outcomes' students need to achieve in their learning.</p> <p>Students have a range of learning opportunities that include specialist and integrated approaches to the curriculum.</p> <p>Students are challenged intellectually and focus on developing higher order thinking skills.</p> <p>Teachers who teach the same group of students collaborate to identify learning that is relevant to students' current and future lives.</p> <p>Through explicit teaching and learning, students are able to take an active part in negotiating, designing and assessing their learning.</p> <p>Teachers work as a team including students to make links between learning areas across the curriculum.</p> <p>Students are offered a range of assessment opportunities to demonstrate their learning.</p> <p>The information gained from assessment is used by teachers and students to improve and guide the teaching and learning process.</p> <p>Assessment is used to measure student learning and provides information for reporting to students, teachers, parents and DEET.</p>	<p>Literacy and numeracy programs are a core part of the curriculum in the middle years, whether they are taught in separate specialist classes and/or as part of the integrated curriculum.</p> <p>Teachers use explicit strategies for teaching literacy and numeracy not only in literacy/English and numeracy/maths classes but in all learning areas.</p>	<p>Support programs designed to strengthen teacher-student relationships form an integral part of the curriculum.</p>	<p>Supported transition programs include consistent curriculum and pedagogical models across the transition from primary to secondary school.</p> <p>Middle years students have a choice of subjects to introduce them to studies in the senior years.</p> <p>Students are equipped with the skills necessary for success as life long learners.</p>	<p>Schools have appropriate flexible learning spaces that allow for a range of learning opportunities, including specialist and integrated classes.</p> <p>Parents, students, school staff and DEET work as partners to motivate and help students learn.</p> <p>Parents are facilitated in their participation and involvement in their student's education.</p>
Student Support	<p>Curriculum planning and implementation recognises and values the first language of students.</p> <p>There is a strong focus on students becoming independent learners.</p> <p>Different learning styles and individual needs are recognised, respected and accommodated.</p> <p>Middle years students are supported in academic achievement and social connection.</p>	<p>Students in need of special assistance with literacy and numeracy have their needs recognised, respected and accommodated.</p> <p>Opportunities are provided for extra support or special assistance.</p>	<p>Students have contact with a small number of teachers to enable stronger relationships which enhance their wellbeing.</p> <p>Students in the middle years have an integrated curriculum delivered by a core group of teachers.</p> <p>Students in the middle years have some opportunities to access specialist teachers.</p> <p>Opportunities for intervention and special assistance are provided to all students.</p>	<p>Students have learning opportunities that support their transition from middle years programs and prepare them for learning in the senior years.</p>	<p>Appropriate intervention and special assistance is available for students at the school and system level.</p>
Teachers	<p>Teachers have professional learning opportunities in middle years practices.</p> <p>Teaching teams, where appropriate, collaborate to plan and deliver a rigorous, rich, and relevant curriculum.</p>	<p>All teachers in the middle years have professional learning opportunities and support so they can plan for and deliver the literacy and numeracy requirements of their learning areas.</p>	<p>Teachers of middle years students teach more than one discipline to a group of students to improve their knowledge of and relationships with the students.</p> <p>That teachers provide opportunities for hands on learning to enhance their relationships with the students and to improve student learning outcomes.</p>	<p>Primary and middle years teachers work together to maximise the effectiveness of student transitions.</p> <p>Teachers have an important role to play in supporting students to make decisions about their future.</p>	<p>Professional learning communities are initiated and supported at the school and system level.</p> <p>Examples of best practice are developed, trialled and shared within, and across, schools.</p>
School leadership	<p>School leaders initiate/ensure models of collaborative and team teaching occurs in middle years programs.</p> <p>School leaders plan for community involvement in the middle years program.</p> <p>Sufficient resources are dedicated to ensuring the delivery of outcomes for students in the middle years.</p>	<p>School leadership recognises the literacy and numeracy needs of all students and provides appropriate learning opportunities and special strategies.</p> <p>These should be clearly articulated in the school literacy and numeracy plan.</p> <p>The leadership team encourages active involvement by parents to support students in attaining the relevant literacy and numeracy standards in the middle years.</p>	<p>Allocation of resources from NT DEET for students in the middle years are not diverted, in order to maximize opportunities for the development of closer student – teacher relationships.</p> <p>In primary schools, students being taught with middle years approach should have the appropriate allocation of resources.</p>	<p>School leaders are the key to ensuring students have the support required during the transition year.</p> <p>The design and implementation of transition programs for students moving from primary into the middle years is a formal process undertaken by all schools.</p> <p>Schools promote cross school relationships within clusters to increase connectivity for student transitions.</p>	<p>School leaders establish and sustain a shared vision of middle years approaches with the focus on teaching and learning.</p> <p>There is a leadership program specifically for the middle years.</p> <p>This is coordinated with the other levels of schooling.</p> <p>Staff and students are given opportunities to practice leadership in a supportive environment.</p>
School organisation	<p>Schools adopt a flexible organisational model that best meets the learning needs of students in a range of different contexts.</p> <p>Timetables are organised for teachers to have common non contact times, allowing for greater integration of curriculum planning.</p> <p>Timetables and school learning spaces provide opportunities for collaborative teaching including team teaching models, specialist classes and an integrated curriculum.</p>	<p>School timetables and structures are designed to support programs and strategies that meet the range of students' literacy and numeracy needs.</p>	<p>Teachers of a particular group of students have planned time to share their knowledge and understanding of individual students with each other, and the wider school community. The outcome will be an improvement in student well being.</p>	<p>Students in Year 10 have the opportunity to take senior years studies including VET.</p> <p>Schools are organised to facilitate a seamless transition.</p>	<p>Sufficient resources are dedicated to ensuring the delivery of outcomes for students in the middle years.</p>
Evaluation	<p>Schools provide opportunities for staff, students and parents to reflect on identified performance indicators that:</p> <ul style="list-style-type: none"> Set a baseline for future evaluation Demonstrate achievement of outcomes and the learning growth of students 	<p>Schools provide opportunities for staff, students and parents to reflect on identified performance indicators that:</p> <ul style="list-style-type: none"> Relate to the achievements against Year 7 and Year 9 benchmarks 	<p>Schools provide opportunities for staff, students and parents to reflect on identified performance indicators that:</p> <ul style="list-style-type: none"> Identify retention rates Relate to student well being Identify achievement in NTCF outcomes Identify Attendance rates 	<p>Schools provide opportunities for staff, students and parents to reflect on identified performance indicators that:</p> <ul style="list-style-type: none"> Relate to the retention from Year 6 to Year 7 and Year 9 to Year 10 	<p>Schools provide opportunities for staff, students and parents to reflect on identified performance indicators that:</p> <ul style="list-style-type: none"> Relate to the achievement of NTCF outcomes, the learning growth of students, attendance and retention, student well being and performance against Year 7 and Year 9 benchmarks.